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The Western Journal of Education

January, 1908

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THE WESTERN JOURNAL OF EDUCATION

HARR WAGNER, Managing Editor

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The Western Journal of Education

JANUARY, 1908

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EDITORIAL

The State Teachers' Association.

The Santa Cruz Meeting.

The forty-first annual meeting of the California State Teachers' Association has come and gone. The meeting, while not a particularly large one, was a good and an effective one. There is no virtue in mere numbers for numbers sake; large meetings may easily be poor meetings. Those who were interested and who usually take an active part in the meetings of the Association were there.

Council and Sections.

The Council held three sessions, with good discussions. Probably the most valuable constructive work of the Association is done in this small body, and a suggestion worth considering is that of increasing the number of meetings of the Council during the session of the Association. This would give time for a more careful consideration of recommendations and measures of importance.

The sections were in general well attended, and the programs were of such a nature as should prove helpful to those who were attracted by them. In a number of section meetings the discussions were good.

General Sessions.

The general sessions were interesting and well attended, the seating capacity of the auditorium being taxed to its utmost at every session. President Dailey, as presiding officer, deserves a word of special commendation for the labor he has expended in arranging for the meeting and for the direct and expeditious manner in which he handled the business of the Association. The addresses before the general sessions were good, and particular mention should be given to those

by President Black and Dr. Lange. Supt. Hughes of Toronto, who was the chief attraction of the meeting, spoke a number of times and at some length. He was particularly successful in catching his audiences and in winning their applause by his humor, his catchy statements and contrasts, his stories, and his rather rare ability as an actor of his part. He is the youngest old man the Association has listened to, with the exception of John Swett, for some time.

Santa Cruz.

The meeting place offered much that was attractive. The Sea Beach Hotel made a good headquarters for those who were fortunate enough to have rooms in that vicinity. The dining room facilities at the Casino were excellent and reasonable, and the service was equal to that of the best city restaurants. The Auditorium was one of the best convention halls that the Association has ever had the use of. The people of Santa Cruz did their best to entertain the teachers, and contributed much to the pleasure and success of the meeting. For this they deserve the gratitude of the teachers present.

A Permanent Meeting Place.

For a convention of the size that was held at Santa Cruz the facilities were sufficient. Had the convention been a half larger the facilities would have been entirely inadequate. As it was a number were not able to obtain good rooms. If the Association is to develop into what the State Association ought to become the plan of going about from one small city to another will have to be abandoned before long, and for the simple reason that the small city cannot provide adequate sleeping and eating accommodations for a large number, headquarters of sufficient size, or auditoriums and assembly rooms large enough and in sufficient number to meet the needs of the larger Association. What the Association ought to do, before long, is to locate permanently in Oakland or San Francisco, as the Southern Association has done in Los Angeles, and hold its meetings in one place year after year. If the teachers of San Francisco were to take one-half the real and disinterested interest in the State Association that the teachers of Los Angeles take in the Southern Association there would be no question about going to San Francisco as a permanent meeting place. It is the natural center and the proper place for the meetings of the State Teachers' Association to be

held. Forty-five per cent of all the teachers in the state north of Tehachapi are in the nine counties bordering on the bay of San Francisco, a number ten per cent in excess of the number of teachers in the seven southern counties which make the Southern Association such a success. The Association will always have a large transient membership and a small permanent membership so long as it continues to wander about.

The Reorganized Association.

Last year the State Association voted to reorganize and to incorporate, and this year it started out on what was to be a new existence. It lacks much, though, of being a real State Association. In reality it is little more than a Central Association. The Southern Association is a larger and a stronger body, has in general better discussions, holds a more stimulating meeting, is more representative of the teachers of the south than the State Association is of even the teachers of Central California, and has from the first been actuated by high ideals and been free from petty politics. If our State Association is to become a large and really representative organization it has much to learn from the Southern California Teachers' Association.

An Association Based on Interest and Work.

A permanent meeting place in some large and centrally located city would probably be one important thing. It would soon eliminate the excursion and outing features, and those who attended would go largely because of a real interest in the work of the Association. It might cut down the membership somewhat at first, but that would be no serious disadvantage. The expenses of the Association are not large if it is judiciously managed, and a large membership has in the past been a temptation to an unnecessary extravagance for which no adequate financial statement has ever been placed before the members of the Association. Large numbers obtained by a forced attendance do little real good. The State Association would be much stronger and its meetings would be worth more with an attendance of six or seven hundred interested persons than with an attendance of three times that numbers, two-thirds of whom come, not because of any real interest in the Association, but because they are required to do so.

With a large forced attendance to rely on, poor programs

and poor section meetings can be made to go as well as good ones, excursions and outings can be made prominent instead of real work, and no great effort need be given to making the meetings of the Association a really vital factor in the lives of the teachers or in the educational work of the state. If the Association is to grow into a really strong body with a large permanent membership it must cut loose from a shifting and artificially stimulated membership, and must base its appeal for permanent membership on real interest and its influence on real work done.

A Permanent Secretary.

A permanent secretary, as recommended by President Dailey in his Annual Report, would also be a good idea, provided that the Association can afford it. There is no use of creating the position of permanent secretary, though, unless the Association can afford a really good man, and a good man may be very hard to obtain in the present condition of the Association. A mere membership hustler is not what is wanted, nor should the position be made a pension for some old or some poor and deserving teacher. If either of these things is to be done then neither should be done.

An Association Journal.

President Dailey also suggested an official organ for the State Teachers' Association—an official journal. We have one official journal in the state now, and it seems to the writer that, instead of creating another publication, it would be better and ought to be possible to combine with the one now in existence, take advantage of its connections and prestige, and make of it an organ, not of its owners or editor, but of the school people of the state. The permanent secretary of the Association could then be made the associate editor of the *Journal,* doing the editing of the *Journal* and of the proceedings of the Association, printing important addresses from month to month with discussion and comments, making the interests of the Association and the cause of education throughout the state one and the same, and thus making the *Official Journal* a really representative publication. The editor of the *Journal* and the State Teachers' Association could each pay part of the secretary's salary, and the plan could be made valuable in many ways. Such a position ought to command the services of one of the best young school men in the state, and

would demand business ability, brains, energy, fearlessness, high personal integrity, and a clear understanding of educational principles and educational needs.

What the Association Needs Most.

The one thing the Association needs most, however, is the entire elimination of personal politics, slates, and combines in the election of the officers of the Association. The fact that this has not been done is the most serious blight that lies on the work and the future of the Association today. This thing has continued for a long time and is hurting the Association more than is generally realized. Many of our most promising young men and women refuse to have anything to do with the Association today, except when compelled to attend, because they have no respect for the way in which its affairs are managed. A few years ago the matter became so bad that serious protests were made, and for a time conditions were much better. The elections of Presidents Barr, Van Liew, and Dailey were without reproach. This year, however, the convention returned to its old methods, the slate and the combine were early in evidence, and in the election carried the day, though by a very small majority and against a spur-of-the-moment and an unauthorized nomination from the floor of the house. In the election of directors it was clearly evident that the combine still held together.

Need of a House-Cleaning Within.

The absolute stopping of this kind of work is the most imperative need of the State Teachers' Association today. There is no use of employing a permanent secretary, of securing permanent headquarters, or of having an official publication if this thing is to continue. We have talked about this long enough under our breath and in corners; it is time now that we talked about it plainly and openly. This thing must be stopped, or the Association will continue to decline in influence and membership, and its membership will come to consist almost entirely of what the President-elect can induce nearby County Superintendents to force in under the guise of a Teachers' Institute. Fewer and fewer men from Southern California or from more than one hundred miles away attend the State Association each year. The recent rapid growth of the Northern Association is in part in the nature

of a protest. The worst feature of the matter is that that class of bright and promising young men and women in our schools, who ought to be entering the Association and growing up in its work, are not doing so in any numbers. When you ask them why they tell you very frankly. On the young men who do enter the example is demoralizing. The first requisite for the building up of a powerful and representative Association is a house-cleaning within.

The Presidency of the Association.

Why anyone wants to be elected to the presidency of the State Teachers' Association is hard to understand. At best it is only an arduous and a relatively thankless task, and should be regarded rather as a duty to be put through than as an honor to be sought. A sad mistake for a man to make is to imagine that the honor and prestige of the position will help him to get along. This is not true. What a man is he is himself, and the presidency of the State Teachers' Association is neither for him nor against him, but if he is not a man of conspicuous ability the elevation to such an office only subjects him to criticism, only serves to make his incapacity conspicious, only places him under suspicion of wanting the office to try to bolster up a losing game at home, and always serves to discredit the Association and the teaching profession.

The presidency of the State Teachers' Association, or a position on the Board of Directors or the Council, ought to be an honor to be conferred for long and conspicuous service in the convention halls. It ought never to be sought, either directly or indirectly. The premium ought to be placed on ability, personal integrity, educational grasp, and conspicuous educational service. A young man or woman entering the Association ought to be made to feel that the road to preferment lies, not through combines, slates, or corridor politics, but through entering the convention halls, taking part in the work of the sections, participating in the discussions, doing service on the program when requested, and studying at home to prepare himself for real educational leadership. If he does this he will have no need for offices or for bolstering up at home, and when called upon to serve he will be in a position to accept with a clear conscience and to render valuable and unselfish service. The most important asset of any man is his own self respect.

Certain Desirable Principles of Action.

In the conduct of the State Teachers' Association certain principles of action ought to be established and held to, and unless something of this kind can be done the Association cannot hope for any large or useful future:

1. No one who seeks an office, either directly or indirectly, ought to be elected to it. All offices ought to be regarded as honors to be conferred for conspicuous ability and for service rendered.

2. No one ought to be eligible for election to any office who has not been a member of the Association for at least three years. While the putting in of entirely new blood may be, just now, a very good thing for the Association, it is nevertheless bad in principle.

3. No one ought to be eligible to cast a vote for any officer of the Association who has not been a member of the Association the preceding year, and who, if not present at the meeting, has not paid his dues before the first day of the preceding March. A floating and easily herded membership ought to be eliminated from the elections.

4. If the Association is to continue to wander about from city to city, as in the past, then no one ought to be eligible for any office when the Association meets in his own county or city. In case the Association makes some city its permanent meeting place then this would be obviously unjust.

5. A means should be provided at once whereby nominations may be studied over and intelligent action taken. The voting should not take place at the same meeting or on the same day in which the names are placed in nomination. The present method gives no time for intelligent action, and is a standing invitation to the combine and the slate. All nominations should be made at a general session on the first day of the meeting of the Association, and the voting should take place on the second day, as provided for in Art. III of the By-Laws. Names could be withdrawn, but no new names could be presented after the first day. This would give the members of the Association over night to look over the list of candidates for President, Directors and Council, and to decide what is the best thing to do for the Association.

In view of the existing conditions this change in the method of conducting the elections ought to be provided for by the present Board of Directors for the next annual meeting of the Association. The power to prescribe such a method

of conducting the elections is clearly within their powers, as laid down in Articles V, VI and XV of the By-Laws of the Association. If the Directors do not see fit to do so then the By-Laws ought to be amended at the next meeting of the Association and in such a manner as to make this method of election compulsory.

Why This Has Been Said.

The Santa Cruz meeting of the Association will long be remembered for its many good features. The seeming necessity of dwelling at such length on the one bad feature is to be regretted. Still, the thing has gone on so long, and happens so frequently when the Association comes within the reach of one particular city, that some one ought to speak out about it. What has been said has been said for the good of the Association, and without reference to persons. Doubtless those concerned merely fell in with what they thought was a common method of procedure, and did not realize that it was not the best method to pursue. Doubtless, too, they will regret the action when once the bad side of it is pointed out. That however does not excuse the action. It is the principle lying back of the action as well as the future usefulness of the Association itself that are involved, and it ought to be one of the distinct functions of *an Official Journal* to voice the protests of hundreds of teachers and to condemn what it manifestly so thoroughly against the interests of both the State Teachers' Association and the teaching profession. It is to be hoped that the conduct of the State Teachers' Association will in the future be such that there will never again be need of mentioning this matter.

ELLWOOD P. CUBBERLEY.

* * *

The Southern California Teachers' Association.

The most notable gathering of teachers since the famous Berkeley meeting of 1905 was held in Los Angeles, December 18-21. There were 4000 teachers in attendance and 2700 members. The enthusiasm and spirit of the meeting was of a high order. Duncan Mackinnon of San Diego was elected President, A. S. McPherron and Raymond Cree, Vice-Presidents. Bunker Hughes, Hyatt, Adrian, Jordan and Jones were the principal speakers on the general program. A. H. Adrian was an effective chairman.

The Salary Question and the Rural School.

A Letter from a Trustee and a Reply by Professor Cubberly.

One of the best evidences which the *Journal* receives that what it has to say from time to time has had some effect is the "return kick" which comes to this office. One of the more noteworthy of these return kicks we have decided to print, and give it in full below, As the letter is so full of misconceptions, however, we have asked Professor Cubberley to reply to it, and we append his answer. The two letters should be read by every trustee and every County Superintendent, as they cover points that are not well understood and that are coming up continually.

EDITOR.

Napa, December 24, 1907.

Mr. Harr Wagner,
Managing Editor, The W. J. of E.

Truly interesting are the editorials, by Professor Cubberley, in the September and October issues of The Western Journal of Education to the unfortunate though statistically prosperous being whom God has willed should live in isolated parts of this state. One is almost lead to regret that he was born at a time when the standard of education was so low and to believe that it is not the natural course for all things to go up and down. The writer has never known the lashing of the elements but what had its turning point and again fell back to normal. The prod of the needle has been felt, administered through the taxpayers' own medium, The Journal, and has waked the isolated ruralist not to his neglect of educational betterment, but to the fact that the educational agitator has appeared on the horizon.

No sane man will deny, but the grammar or district school is the most important and most neglected of all our public institutions and from the very parts where the latter are situated does the state derive her greatest support. Nor is there any reason to believe this continuous agitation for higher salaries betters educational conditions, in the rural districts, but to the contrary. Ten taxpayers know that they support an educational journal and a very few ever read it—hence the only party reached is the teacher and what is the result? She becomes imbued with the idea that she is wholly underpaid at $70 or $80 per month and is dissatisfied. Now while I may be insane in my contention, nevertheless I do contend when one becomes imbued with that idea and dissatisfied it becomes a detriment to good results and makes work seem repulsive rather than pleasant. Does Mr. Cubberley honestly and truly believe that the man who

has it continually flaunted before him that he is underpaid can take that same pleasant interest and attain the same good results in his work as the man who thinks only of his work and not his pay? Does he write in the interest of a young and growing generation or is his one object, better pay?

He says: "There is no valid reason why the educational standards of our entire state should be lowered to enable the trustees of some two hundred districts to employ a class of 'home girls.'" Very good; nor is there any valid reason why the children of some two hundred districts should grow up in ignorance because the standards of the state have been raised to where Normal graduates themselves admit they could not pass them. Nor is there any lawful reason why the supply of teachers should be held down for the purpose of boosting up salaries, and above all is there any Christian reason why our boys and girls should suffer on education, that a few individuals might gain their ends.

A polished education is not always an indication of good common sense or unselfish judgment, neither is it a prerequisite to good citizenship and honest manhood. Put aside selfish motives and make the teachers work one of missionary rather than one of conquest and we are likely to accomplish more, lasting good, for the cause of education than we are by agitating a greater burden upon already overburdened taxpayers—that is, the individual taxpayers, for our great corporations and combinations of capital are little else than tax shirkers. Like the self made man, the self made teacher stands out as pre-eminently the most successful in this or any other state and go among the elementary teachers of California and you will find among the most practical and successful many who began as "home girls." Yet Mr. Cubberley denies these girls a just opportunity and a religious right. Why? To lower the standards of education does not necessarily mean the lowering of the standards of citizenship, for recent exposures in San Francisco and many other parts of this great nation show undeniably that the criminal most dangerous to the body politic is not the man of common education.

But let us go back to the isolated district where men are law-abiding, upright and industrious and have that Americanism about them which commands an wholesome respect for their social betters and the unwritten laws of society, where women are in every sense true helpmates, not one whit less to be respected for the simple lives they live, bearing the burdens and hardships with their husbands, united in their love and devotion to their children and often driving for miles to the little town church to offer up thanks to a righteous God, to whom poverty and simplicity is not offensive, and of which Mr. Cubberley says: "Just what are the actual conditions in the districts which today lack a teacher the writer of course does not know," in which case it was quite natural to blame the district and not the laws and I presume the districts should be shaped to fit the laws, or

to go a little further, we should make our laws and then condition the country to fit them. He further says: "A woman of intelligence and good education naturally does not like to go to remote and isolated regions unless she receives sufficient monetary reward to pay her for the sacrifice." Yet women have gone into the very heart of far away China for a noble cause. Were they ignorant and uneducated or was the monetary reward sufficient? God forbid that women should ever become so intelligent and well educated as to demand a price before "sacrificing" themselves to the noble cause of educating the American boy and girl, and rue the day for the poor man of the "isolated regions" when all women become refined and highly educated.

It is perhaps reasonable to say that the grammar school is the foundation of this government and that the bone and sinew of the nation never goes beyond it and to assume that—God has willed it so—for invariably higher education unfits man for manual labor and without that labor government cannot exist. But so intoxicated are our great educators becoming with their high and lofty ideas that this foundation is being continually narrowed, until our educational system shows signs of becoming top heavy. Mr. Cubberley says: "With the rapid increase in intelligence and the amount of knowledge the state must from time to time increase its standards." Away out in the "remote regions" a man toils on the hillside, from early morn till sunset, perhaps with a dogged determination to keep the wolf from the door for statistics do not make all men prosperous and as his thoughts drift over time he wonders why, in spite of the increase in intelligence and the amount of knowledge and the increasing of standards his country is becoming more corrupt and his countrymen more selfish day after day; and as he sits by his fireside at night surrounded by his children, who have not been to school because "many teachers would rather not teach at all than go to these schools" he wonders why "the 'home girl' (his girl) is not fit to do the work unless she has gone away from home for her training," and why this would make her "eligible to teach the home school." He is already overburdened with taxation and as he sits there, deep in meditation, perhaps an almost hopeless future staring him in the face realizing that the education of his children depends on the home school alone and when the prominent educator tells him, in effect, that he must submit to his will or suffer his boy and girl a proper schooling, he wonders if higher education really means brighter, better, broader-minded and unselfish men and women or a class of beings who look at life only from the side on which they live.

Respectfully,

F. G. KNIEF.

LELAND STANFORD JUNIOR UNIVERSITY,
Department of Education.

Stanford University, Cal., Jan. 4, 1908.

Dear Mr. Wagner:

Mr. Knief's letter is typical of many statements commonly made by earnest and well-meaning, but misinformed men. It is a well written letter, and makes a strong sentimental appeal for his point of view. His entire argument, though, is based on a complete misunderstanding of the real facts in the case. I accordingly point out some of the more important errors, and give some statistical information to show how much he is wrong. The statistics used are taken from the last Report of the Superintendent of Public Instruction, and are for the year 1906. In all cases statistics as to high schools have been omitted.

The chief reason why the educational men of the whole United States are so solicitous that the pay of the teachers in our town and rural schools should be adequate is that they accept Mr. Knief's propositions that these are "the bone and sinew of the Nation," and that they are "the most neglected of all." The poorer the community the better the teacher needed. One reason that the pay question has been so prominent within recent years is that the supply of properly trained teachers is far short of the demand, and the teacher, as well as the farmer, naturally sells his labor in the best market. As Mr. Cleveland once said so well, it is a condition and not a theory that now confronts us.

Mr. Knief's missionary plea cannot be taken as good argument. It is on a par with that of the Fourth of July orator who glorifies the public school and the grand and glorious work of the public school teacher, and then votes to cut down the school tax and pay the teacher less than the janitor or the policeman. The missionary spirit does actuate every teacher whose services are worth having, but no teacher is really worth employing who does not respect her ability as a teacher sufficiently to feel worthy of a living wage, and a wage that will pay interest on the time and money spent in preparing herself for the work of teaching. The pay question will continue to be prominent so long as teachers are denied a living yearly wage and asked to "put aside selfish motives and make teaching a missionary work." A teacher spends much time and money in getting ready for the work, and must be a continuous student. The teacher has obligations of many kinds to meet, must wear good clothes, must travel about some, and very often has a wife and children or a mother or sister to support. Just in proportion as a community starves a teacher that teacher has less to give to the community's children, and it is distinctly in "the interests of a young and growing generation" that so many men in this country, men who are in no way personally concerned or benefited, have taken up the question of better pay for the teachers in our public schools. If we expect good teachers to enter the work tomorrow we must pay well today.

In the September article, to which Mr. Knief refers, I in no way denied the "home girl" any "just opportunity and a religious right." My only insistence was that the unprepared "home girl" should first go away from home for her training and prepare herself for the work, just as she would do if she wanted to be a stenographer or a milliner. The "home girl" has no "religious right" to the position of teacher on any easier conditions or any lower terms than the girl from outside. It cannot be insisted too strongly that the schools belong to the state and not to the district.

The whole evidence from the history of normal schools in this country is opposed to the contention that "self-made teachers are the most successful."

It is on the financial side that Mr. Knief is most thoroughly misinformed and most thoroughly wrong. However overburdened the rural taxpayer may be, he is not overburdened by reason of school taxation. In fact he usually pays, in California, much less than the cost of educating his own children, less than half what is paid in the towns and smaller cities of the state, and less than a third of what is paid by the rural residents of New England or the Upper Mississippi Valley where the schools are paid for largely by district taxation. California has the best method of financing its rural schools of any state in the Union, and does it at the least cost to the rural taxpayer. Very few country districts in this state levy any district tax whatever. Instead, all of their money is derived from the interest on our nearly five millions of invested State School Fund, from a State School Tax of about 17½ cents on the hundred dollars of assessed valuation, and a County School Tax of (for Nappa County) 18 cents. The state and the county school tax added together make (for Nappa County) a total tax of 35 cents. After 1908, if the constitutional amendment to be voted on then is adopted, all state tax of exery kind will be taken off and raised from a banking and corporation tax, thus leaving (in Nappa County) but 18 cents of school tax to be paid. This is very low. A man would have to be actually worth from $1800 to $2000 to pay one dollar of school tax.

As it is today, 45 per cent of the State School Tax is paid by the three cites of San Francisco, Oakland and Los Angeles. These cities, though, employ but 23 per cent of the teachers of the state. This shows that the entire wealth of the state is contributing toward the education of every farmer's child in the state, and that "the state's greatest support" does not come, as Mr. Knief contends, "from where the latter (the district schools) are situated." In fact a country school district almost never pays as much, and often not one-fourth as much school tax as it receives in return from the state and county. In Napa County, for example, the cost of education in 1906 averaged $22.39 per child. In the small country districts it was much higher. To have paid a combined state and county school tax equal to the average cost of educating only one child a farmer would have had to be assessed for $6,400, which would mean an actual wealth of from

$15,000 to $20,000. Based on the higher cost of education in the small country district he would have had to be assessed for $10,000 to have paid the cost of educating one child. The fact of the matter is that the really poor man, for whom Mr. Knief makes his plea, does not pay tax enough to pay for the firewood necessary to keep his child warm.

The real cost of our country schools is paid by the wealth and not by the poverty of the state. It is the railways, the express companies, the banks, the manufacturing concerns, the merchants, and the wealthy citizens of the state who pay from two-thirds to three-fourths of the cost of maintaining our country schools. The tax is gathered from all without regard to the presence or the absence of children, but is distributed with direct reference to the number of schools that must be maintained. There is not a county school in the state that gets less than $600 a year from the State and County Funds alone, and the sum frequently reaches up to $1000 to $1200 for a school. From one-fourth to three-fourths of this amount comes from cities and towns that, in addition to the full State and County School Taxes (the average County School Tax for the state is 26 cents), are paying a special school district tax of from 20 cents to 75 cents to maintain their own schools, and doing it without a word of complaint. In the town in which I myself live (Palo Alto) the combined state, county, and district school taxes amount to $1.14½ on a full 50 per cent property valuation, which is more than four times the school tax that would be paid by a "rural resident" in Napa County.

Now why has the state provided it in this way? Why does the wealth of the state contribute so largely to the maintainance of schools in the poorer districts? Because the whole state is interested, vitally interested, in the proper education of the children of the whole state, and because of this the state, and not the district, must determine the educational standards to be maintained and to be exacted from prospective teachers. It is the state and not the community that is vitally concerned, and it would be perfectly proper for the state to require that no one should teach who had not been professionally trained, as Indiana has recently done, or that no teacher should be paid less than a certain sum per month for a certain number of months, as a number of states have done. When the state has provided the finances and provided them so liberally, the state, the teachers, and even the "educator" must offer objection when trustees refuse to pay out the money given them in the form of a salary sufficient to provide a good teacher for every child in the state. If the money at hand in Napa County is not sufficient to meet all needs, then the Supervisors of Napa County should raise the County School Tax, and not ask the whole state to lower its standards to enable Napa County to keep its tax rate low. But seven counties in the state levied a lower County School Tax than did Napa County in 1906.

Very respectfully,

ELLWOOD P. CUBBERLEY.

The Imperial Rescript on Education in Japan.

At the early dawn of our new era, His Majesty the Emperor was pleased to proclaim the need of seeking knowledge in all quarters of the globe. In obedience to this proclamation the Government took necessary measures to improve social and political systems and institutions after the most enlightened models, and the work of education received the greatest share of attention. In the fifth year of Meiji (1872), a comprehensive law relating to the system of education was issued, which had chiefly in view the introduction and cultivation of modern sciences. The educational institutions of the European nations had been carefully investigated and the curricula of our elementary, middle, and normal schools were formed so as to benefit by the valuable additions of those studies which had helped these nations to build up their civilization. Our education has had no connection with religion since olden times, and the new system is also entirely free from any sacerdotal influence. Secular morality has always been taught in the schools and forms the distinctive feature of our system.

As a result of foreign intercourse a phenomenal progress of new theories, ideas, manners, and customs ensued. The radical advocates of the new regime were for giving up every thing native and for blindly following all things foreign, while their opponents obstinately clung to the old systems and turned a deaf ear to all suggestions of improvements. As regards the moral system of the nation, some would have it based on the principles of pure ethics, while others insisted on having Confucianism, Buddhism, or Christianity for its standard. Conflicting doctrines and wild views filled the atmosphere, and the people at large were at a loss which to follow. In such circumstances the morality taught in the schools had no fixed basis. The Educational Department at one time attempted to base it on the wise sayings and deeds of the ancients, but soon found them inadequate. Thoughtful men regretted this state of things and tried in vain to find a remedy. It was in this state of uncertainty that the following historical event took place at the Court.

On the thirtieth of October, in the twenty-third year of Meiji (1890), His Majesty the Emperor summoned Count (now Marquis) Aritomo Yamagata, the then Prime Minister and Mr. (now Viscount) Akimasa Yoshikawa, the then Minister of Education, and graciously delivered to them the Re-

script on Education. The next day the Minister of Education caused a copy of it to be sent to every school in the empire with instructions to those who were engaged in the work of education, to bear constantly in mind the spirit of this Rescript in the discharge of their responsible duties. On ceremonial and other suitable occasions, they were instructed to read and expound it before the assembled pupils.

Thus the people at least received a guidance which became a light for them to follow amid the chaos of theories and opinions, and all the schools in the empire found in it a uniform basis of moral teaching.

Although several English versions of the Rescript exist, they have been found deficient for conveying the exact sense of the original, of which a complete literal version into any other language is indeed a matter of great difficulty. Toward the end of last year, the Educational Department seeing the possibility of improving the translation convoked a number of scholars to discuss the matter. The accompanying version is the result. The scholars thus assembled considered their work by no means perfect, as the difficulty of rendering into a foreign language all the shades of meaning found in the text is almost insurmountable; yet we feel confident that it is a great improvement on all previous versions. We now distribute copies for the benefit of those foreigners who may wish to know the principle of our moral education.

The Department of Education, Japan,
June, 40th year of Meiji (1907).

* * *

The Rhodes Scholarships.

STATEMENT FOR 1906-1907.

The whole number of scholars at the beginning of the October term 1907 was 160. Of these 157 were in actual residence; three were temporarily absent on account of illness, or for purposes of special study. They are distributed among the Colleges of the University as follows: Fourteen at Balliol, fourteen at Christ Church, twelve at Queen's, eleven each at New College and St. John's, ten each at Exeter, Worcester and Merton, nine at Oriel, eight at Magdalen, seven each at Hertford, University, Wadham and Trinity, six each at Brasenose and Lincoln, five at Pembroke, two each at Corpus and Jesus, one each at Keble and St. Edmund Hall.

Twenty-eight new Scholars were elected into residence in October, 1906. Of these, six were from Australia, eight from Canada, five from South Africa, one each from Bermuda, Jamaica, Newfoundland and New Zealand, and five from Germany. No Scholars from the United States were elected for 1906.

For 1907 seventy-three Scholars were elected, forty-five of whom were from the United States, eight from Canada, six from Australia, five from South Africa, five from Germany, and one each from Bermuda, Jamaica, Newfoundland and New Zealand. Three States from the American Union failed to supply qualified candidates. The three Scholarships provided for Rhodesia were not taken up.

The work of the Scholars now in residence is distributed as follows over the different courses of study organized in the University:—

Literae Humaniores	24
Modern History	18
Jurisprudence	30
Natural Science (Geology, Chemistry, Physiology and Physics)	20
English Literature	9
Theology	10
Mathematics	4
Modern Languages	4
Reading for a Pass Degree	1

In courses more or less specialized or advanced than those for the B. A. degree there are reading:—

For the B.C.L. Degree	11
For the B.Sc. Degree	6
For the B.Litt. Degree	3
For Medicine	3
For Diploma in Economics	8
Forestry	1
Research in Chemistry	1
Reading Law generally	2

Among the distinctions gained by Scholars during the year are:—

H. J. Rose (Quebec, 1904).—Chancellor's Prize for Latin Essay; elected Official Fellow at Exeter College.

J. C. V. Behan (Victoria, 1904).—Appointed Law Lecturer at University College.

W. A. Barton (New South Wales, 1904).—Vinerian Law Scholarship, 80 pounds per annum for three years.

R. L. Robinson (South Australia, 1905).—Burdett-Coutts Scholarship in Natural Science, 115 pounds per annum for two years.

J. A. Thompson (New Zealand, 1904).—Appointed Lecturer in Natural Science at St. John's College.

Henry Hinds (North Dakota, 1904).—Demonstrator to assist the Professor of Geology for 1906-7.

J. L. Walker (Western Australia, 1904).—Bacon Scholarship at Gray's Inn, 45 pounds per annum for two years.

At the close of the academic year 1906-7 the group of Scholars elected in 1904 completed their Scholarship period of three years.

Of the seventy-two original members of this group, two died during their term of residence; one resigned his Scholarship; three remain at Oxford on their own account to pursue their studies; four German Scholars, who were only able to remain at the University for two years, went down in 1906. Of the remainder, a few took their final examination as included in the report of 1906. The examinations of 1907 show the following results:—

The following distinctions were gained in the course of the year:—

I.—*In the Final Honour Schools and the Examination for the B.C.L. Degree*

First Class (8)

Literae Humaniores.—F. H. Fobes (Massachusetts, 1904); H. J. Rose (Quebec, 1904).

Natural Science.—(Chemistry) P. W. Robertson (New Zealand, 1905).

History.—J. H. Kirkpatrick (Alabama, 1904).

Theology.—G. E. Barnes (Montana, 1904); W. L. Sperry (Michigan, 1904).

Examination for B.C.L. Degree.—Paul Kieffer (Maryland, 1904).

Second Class (17)

Literae Humaniores.—L. Brehaut (Prince Edward Island, 1905); E. R. Paterson (Ontario, 1904); J. Maclean (Manitoba, 1904).

Mathematics.—R. L. Nosworthy (Jamaica, 1905).

Jurisprudence.—J. Archibald (Quebec, 1904); R. E. Blodgett (Missouri, 1904); C. W. Bush (Delaware, 1904); S. M. Herbert (Newfoundland, 1904); J. J. Tigert (Tennessee, 1904); J. L. Walker (Western Australia, 1904); J. H. Winston (N. Carolina, 1904).

History.—C. B. Martin (New Brunswick, 1904); W. W. Thayer (New Hampshire, 1905); B. B. Wallace (Minnesota, 1904).

Modern Languages.—B. H. Jacobson (Utah, 1904).

Examination for B.C.L. Degree.—C. D. Mahaffie, (Oklahoma, 1905); R. L. Henry (Illinois, 1904).

Third Class (14)

Mathematics.—R. M. Murray (Jamaica, 1904).

Natural Science (Physiology).—A. W. Donaldson (British Columbia, 1904).

Jurisprudence.—C. C. Jarvis (Stellenbosch, 1904); N. F. Howe-Browne (Rondebosch, 1904); P. Young (S. Dakota, 1904).

History.—R. P. Brooks (Georgia, 1904); L. Gipson (Idaho, 1904); G. E. Hamilton (Indiana, 1904); S. K. Hornbeck (Colorado, 1904).

English Literature.—S. R. Ashby (Texas, 1904); F. P. Day (New Brunswick, 1905); H. G. Merriam (Wyoming, 1904).

Examination for B.C.L. Degree.—C. R. Alburn (Ohio, 1905); W. L. Kendall (Oklahoma, 1904).

Fourth Class (2)

Literae Humaniores.—R. H. Coon (Nebraska, 1904).

English Literature.—J. G. Walleser (Iowa, 1904).

Pass.

Examination for B.C.L. Degree.—B. M. Price (New Jersey, 1904).

II.—*Diploma in Economics.*

L. von Krosigk (Germany, 1905). "With distinction."
E. von der Luhe (Germany, 1905). "With distinction."
C. Roediger (Germany, 1905). "With distinction."
H. von Frantzius (Germany, 1905).
N. Carothers (Arkansas, 1904).

III.—*B.Litt. Degree.*

C. Brinkmann (Germany, 1904). Subject of Thesis—"The Relations of England and Germany, 1660-1688."

C. F. Tucker-Brooke (West Virginia, 1904). Subject of Thesis—"The Shakespere Apocrypha."

IV.—*Forestry.*

N. W. Jolly (South Australia, 1904); passed both parts of the Final Examination.

Athletics.

Six Scholars (all South Africans) played in the Rugby Football Team against Cambridge, and W. W. Hoskin, St. Andrew's College, Grahamstown, South Africa, was elected Captain of the team for 1907-8.

Six Scholars represented Oxford against Cambridge in the Athletic Sports—four in Lawn Tennis—six in Lacrosse—three in Water Sports.

The next qualifying Examination for Candidates is fixed for Tuesday, the 21st, and Wednesday, the 22nd of January, 1908, and will be held at all centers throughout the United States, and in all the Colonies where qualification is not obtained through the affiliation of the local Universities with the University of Oxford, or by special arrangement made in the case of tropical colonies. The election of Scholars is to be completed and the names of successful competitors notified to the Trust before the *15th of April.* Steps will then be taken by the representative of the Trust at Oxford to distribute the elected Scholars among the various Colleges.

Each Scholar is asked to furnish the Trust with a list of the Colleges at which he wishes to enter, in order of his preference. The Authorities of each College then select from the applicants for admission those whose scholastic record and credentials seem to them most satisfactory. The number accepted by any single College is strictly limited.

Elected Scholars are to present themselves at Oxford for the opening of the term in October, 1908.

Circulars giving detailed information in reference to the award of Scholarships in each of the communities interested may be obtained on application to the Offices of the Trust, Seymour House, Waterloo Place, London, S. W.

* * *

Canons of Literature in the Upper Grammar Grades.

BY ALEXIS F. LANGE.

The quest of "core" and supplementary reading must be guided by (1) the aims of education, individual and social; (2) the interests and needs of American boys and girls from 12 to 14 years of age; (3) the essential marks of literature as human experience in the art forms of language. Whence the following tentative principles of selection and rejection:—

A. THE CORE.

I. *Reject*—

1. Every literary product that cannot stand the test suggested by the following group of questions:—

a. Will it aid in widening and clarifying the pupil's intellectual outlook upon the world of nature or of man? Has the author reported truly and sanely some significant or characteristic item of human experience?

b. Will it aid in extending and refining the pupil's experience on the emotional and imaginative side?

c. Is it ethical in the broad sense of being in harmony with the moral order of the universe? Does it in any way embody individual or social ideals of conduct? Are they represented so as to suggest to the pupil the higher ideals of conduct and to win his allegiance to what appears as nobly human in doing and daring, in service and suffering, in attempts at self-mastery, etc.?

d. Does it satisfy reasonable demands for unity and strength of design and structure and for excellence in literary craftsmanship?

2. Every literary product that is not an integral part of our American cultural heritage.

3. Every literary product that is beyond the apperceptive powers of the pupil or induces a dangerous precocity of knowledge and feeling, e. g. the literature of pessimism, sex, complications, the darker mysteries of life.

II. *Select*—

1. Literary expressions of American human experience for, roughly, two thirds of the time available. For the remaining one thing, portions of our literary heritage in a wider sense, e.g.

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*Discussed at a meeting of the Scholia Club, San Francisco, Nov. 17, 1907.

English ballads, literary versions of ancient classical, Teutonic, Celtic themes, etc.

2. Preferably masterpieces, but with due regard to the principle of suitability.

3. Primarily the literature of action, but with due regard to the principle of variety. The range of the material must be wide enough to—

a. Include the main types of literary expression.

b. Give opportunities for wide experience.

c. Meet the interests and needs of various types of mind.

4. An adequate number of productions—poems and speeches—embodying the fundamental conceptions of an enlightened patriotism and of good citizenship.

B. SUPPLEMENTARY READING.

I. *Reject*—

1. Mere compilations of facts, except in as far as they are necessary for incidental reference.

2. Whatever has been preserved solely in philological or literary alcohol.

3. Whatever can be related more economically to other subjects, e. g. nature study, language study, history.

II.—*Select*—

Those literary products of all times and nations which by virtue of resemblances or contrasts as to theme or treatment or both may be corelated with the constituents of the "core."

2. Those survivals of folk-lore, legend, story, and popular wistom which are both widely current and educationally valuable, or merit propagation, though not at present on the lips of "the man in the street."

* * *

A Successful County Institute Program.

BY D. R. JONES.

The arrangement of a successful county institute program is not altogether an easy task. The plan adopted by Superintendent Cree of Riverside county for the recent county institute is deserving of note. It provided admirably for three essential features of a successful institute session.

1. Opportunity for the teachers to meet informally in

social intercourse, to renew acquaintance, to exchange experiences, etc.

2. Addresses delivered to the general assembly of teachers, designed to give new inspiration and to renew zeal, to give a better general conception of the ends of education, to open up new avenues of interest, etc.

3. Helpful suggestions upon the specific work which teachers are called upon to do from day to day in their classrooms, to the end that more efficient work may be done in the various school subjects.

On the whole the teachers of this State must be credited with more than ordinary intelligence and earnestness. The three most common criticisms made by them of county institutes are: (1) That the programs are often overcrowded; (2) that the addresses are often so "general" in their character that they find in them very little that they can take back with them to their schools; and (3) that there is so little on the program that relates to the specific work which they are engaged in. This last criticism is frequently made by high school teachers who find that the institute provides mainly for the needs of the elementary teachers.

The plan adopted in the Riverside county institute was so simple, and yet so effective, that it can be easily adapted to the needs of any county. Briefly it was this: after the opening exercises on the first day, the teachers were allowed to elect the work of the next hour in any one of three sections——one a section in English, another a section in Arithmetic, and another a section in General Science. The work of these sections was arranged by grades or by topics in such a way that any grade teacher could attend a section where the work of her particular grade was discussed, and a teacher of a rural school was at liberty to elect whatever section seemed to offer the work which she thought would benefit her most. The high school teachers met at this time to discuss topics relating to their particular work. A recess of about fifteen minutes followed this section work, giving the teachers some time in which to meet one another, to look over the displays of books on the tables of the publishing houses, and to assemble for the work of the second hour. After recess, the teachers listened to an address of a general character by one of the instructors. This half-day's program was repeated on each half-day of the institute, with the single provision that a teacher must elect on each morning the section work which she would attend without change on

that day. An informal gathering on one evening gave a special opportunity for more general social intercourse.

There was practically no "cutting," and no one was bored by being obliged to listen long to any work that was "not interesting." On the last day of the institute the teachers were asked to write on the reverse side of their attendance cards their judgment of this plan of institute, together with suggestions as to how the institute could be made more profitable to them. County superintendents could doubtless get some helpful suggestions for their institute plans from the returns compiled from this inquiry.

* * *

United States Bureau of Education.

The following are the more important estimates of increase in appropriations for the Bureau of Education for the year 1909, as transmitted by the Secretary of the Interior.

SALARIES.

Increases in salaries are recommended as follows: Commissioner of Education from $3500 to $6000; Chief Clerk $2000 to $2400; two copyists from $800 each to $900 each; one copyist from $720 to $900. The reasons assigned for the increases requested in certain cases are as follows:

Chief Clerk.—"Because of occasional absence of the Commissioner from Washington, on official business, the Chief Clerk is required from time to time to serve as Acting Commissioner. In view of this fact and the ordinary duties and sometimes serious responsibilities of this office, it is desirable that the salary of the office be increased by the amount named."

Copyists.—"The work of copyists in this office demands the best skill in all cases and calls for the higher remuneration. The salary should be the same for all in this grade."

EDUCATIONAL INVESTIGATIONS.

A new appropriation of $20,000 for educational investigations to be undertaken by the Bureau is recommended. The purposes for which this appropriation is to be made available are described as follows: "For collecting and diffusing information and expert advice respecting industrial education, rural schools, agricultural and mechanical colleges, higher education, the construction and equipment of school buildings, the hygiene

of education, the welfare of children as affecting educational efficiency, educational legislation, the records and accounting of educational systems and institutions, and other subjects in education, and for editorial work, including the pay of a necessary force of clerks and specialists and other necessary expenses connected therewith." The following note further explains the need of the appropriation:

The efforts now making for the improvement of education in every grade of school and in many different directions, call for a much larger service by the Bureau of Education than can be rendered without a considerable addition to its present force. The most urgent need is of a number of highly competent specialists, in addition to those now in the Bureau, to be employed for longer or shorter periods as circumstances may require, together with sufficient editorial and clerical force to keep them in close touch with those parts of our educational systems where information and advice may be most needed, through correspondence and the prompt publication of useful bulletins. The subjects mentioned are such as have been brought to the attention of the Bureau by urgent calls for assistance from different parts of the country.

LIBRARY.

An increase from $250 to $2000 is recommended for this division of the Bureau. The following explanation is given:

The reorganization of the library, now in progress, shows the need of considerable additions to the collection in order that it may fully serve the purpose of the Bureau.

COLLECTING STATISTICS.

The amount recommended for this purpose is increased from $4000 to $12,000. The following note explains the need of the increased appropriation:

The increase is needed chiefly for an extended investigation of educational conditions and possible improvements, in several different directions, the special reports of such investigations to be published in the Bulletin and other publications of the Bureau.

RENT.

The estimate of appropriation for rent is increased from $4000 to $12,000. The needs on which this recommendation is based are set forth substantially as follows:

The available floor space in the building occupied by the

Bureau amounts to about 12,000 square feet. At least twice this amount will be needed in the near future for the accommodation of the Bureau, and it is extremely desirable that there be added provision for a meeting room capable of seating from 100 to 200 people, to accommodate certain educational conferences.

PRINTING AND BINDING.

The appropriation recommended for printing of the Bureau's publications and binding is $80,000, being about $55,000 in excess of the amount expended by the Office for the year 1907. As explained in the note accompanying the estimates the sum named includes the printing and binding of two annual reports within the same year. The note is as follows:

Estimates for two annual reports of the Commissioner of Education are submitted so that the reports for the fiscal years 1907 and 1908 may be printed as soon as the data are assembled. The annual report for 1907 will be ready early in the calendar year 1908, but at present no money is available for printing it because the annual report for 1906 is now in press and will be charged against the appropriation for the fiscal year 1908.

For several years the annual reports of the Commissioner of Education were not sent to the printer until about 18 months after the close of the fiscal year to which they pertained. As the Bureau of Education has now brought its work to date it is necessary to make provisions for printing two reports in one year. Hereafter, of course, it will be necessary to print only one annual report during each fiscal year.

An additional sum is necessary for the publication of the bulletin series of reports of the Bureau of Education. Plans have been made for numerous issues of this bulletin in the near future, and it is believed these publications will be very valuable in many directions.

* * *

Action. The Action of Trotting and Walking.

By D. R. Augsburg, San Francisco Normal.

How can I learn the action of walking and trotting? The easiest and quickest way is by means of the copy—by imitation.

But can't I learn this action by observing it in animals? No. There is no movement so slow that the untrained eye can see and grasp it, to the extent that it can be transferred to paper in picture form. Even trained draughtsmen have trouble to do this and then only with the aid of much previous knowledge.

Drawing is taught through three distinct methods, as follows:

1. *Through the object,* called perceptive or object drawing. The object gives the mental image and is the source of the idea represented.

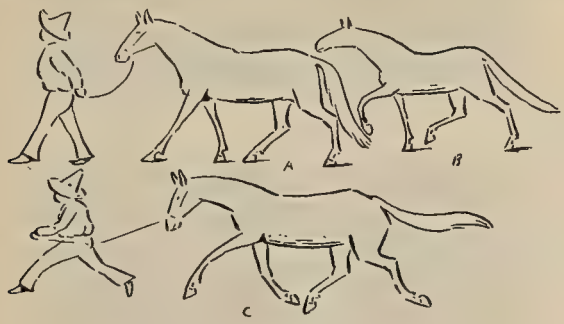


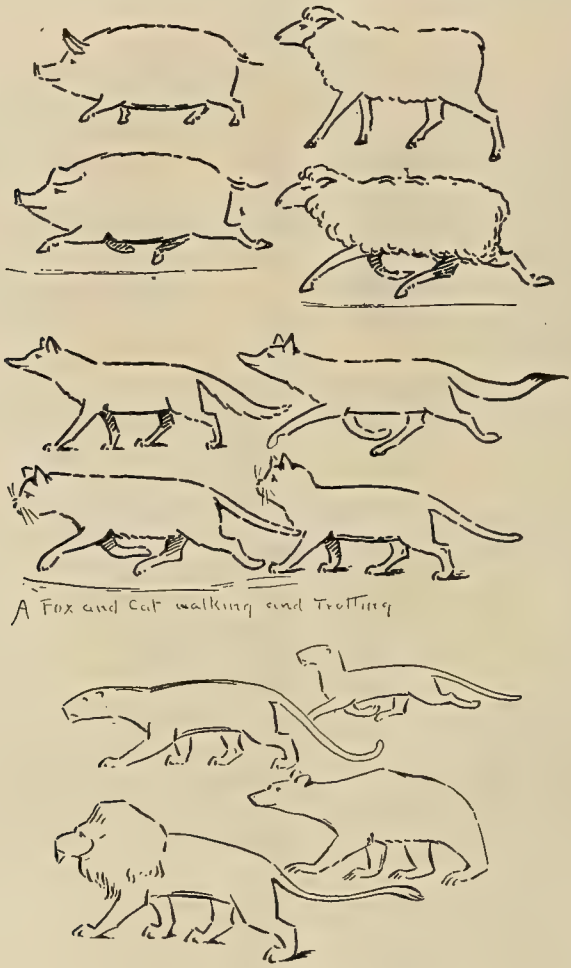
Fig. 1.

2. *Through the copy,* called imitation or copy drawing. The copy is *the how* of drawings, shows the method and reveals the principle. The copy shows how the mental image is represented.

3. *Through the memory and imagination,* called memory and imaginative drawing. This is *the test* of how much we know the mental image. The three methods should be used for what each is best adapted to make plain.

Now action is not an object or thing, its a motion or movement and as such is revealed through the *direction* of *lines.* Direction is one of the four fundamental elements of drawing and shows how to represent the surface of objects, and the

action of objects, and is taught almost exclusively through the copy or picture. The drawing in addition to being the picture of some idea, also represents an art, and this art represents the legacy handed down thru past experience. And it is thru this legacy that we can most easily learn action. As a proof that ac-



tion has been a growth with us, is revealed by the instantaneous photograph which has given us many actions that were not known before, showing that even skilled artists were not able to catch more than the plainest movements. Perhaps the most rapid and direct method of learning action is:

First. To learn how to express the action through the copy, that is to learn the mechanical process, the lines that represent action and the method of using them.

Second. Drill. Use the action thus learned in memory and imaginative work until it can be represented with some degree of facility.

Third. Use direct observation to verify, correct, and perfect the action until it can be represented with both accuracy and facility.

These three steps need not be widely separate but may even occur in the same lesson.

In this lesson only one position in walking and one posi-

tion in trotting has been given. Walking and trotting are very similar. Trotting may be thought of as fast walking. The walk chosen for representation in these cuts, is the one with all the feet on the ground, and the trot the one with all the feet off the ground. These are not the most characteristic positions of these actions but being extremes they are more easily distinguished. There are many phases of walking and trotting, for example, horse B in Fig. 1 is walking with only two feet on the ground. It is thought by giving the same walk and the same trot to all the animals that it can be learned more easily. That one walk and one trot make a good beginning for any phase of walking and trotting. By adapting this one phase of walking and trotting to all the animals the method is made plain but much of the character in the walk is lost, for while the general principle is the same for all, yet each animal has its characteristic movement that is different from all others. For example, the walk of horse B is more characteristic of the horse than that of horse A.

* * *

What It Is To Think.

By Huxley.

Do you know what it is to think? It is to still the voices of revery and sentiment, and the inclinations of nature, and to listen to the language of reason; it is to analyze and discriminate; it is to ask the why and the wherefore of things, to estimate them at their real worth, and to give them their proper names; it is to distinguish between what is of opinion and what is of speculation—what of reason and inference, and what of fancy and imagination; it is to give the true and the false their respective values; it is to lay down a clearly-defined line between what is of true science and what is of surmise and conjecture; it is to know where one's knowledge ends and where one's ignorance begins; above all, it is to arrive at that condition of mind in which one can determine how and when to express what he knows, and in which one performs the more difficult task of abstaining from speaking about that of which he knows nothing.

* * *

State Superintendent Payson Smith, Maine:

The "average" child is a child of the imagination.

The Common Schools and the Farmer Boy.

BY FASSETT A. COTTON.

In a recent issue the Journal emphasized the importance of the recitation and showed that the teacher is the important factor in the school, considered from the process side. It is the teacher who directs the work. He selects the subject matter from day to day, determines the mode of presentation and is responsible for results. In this issue the attempt is to make the problem more specific and at the same time more concrete. The discussion is confined to the rural school. While the teacher is an important factor as director, let us not forget that the school always exists for the child and that the teacher must direct according to the needs of the child. The general nature of childhood must always determine the general nature of the subject matter and the mode of procedure. But there is always a closer problem. The specific nature of the children in any given community must determine the school work. What the children bring to school must be the basis of work. The life and experience of the children must furnish the subject matter. What the children have been, what they know, what it is possible for them to be, what they are likely to be, what their likes and dislikes are, must be considered. It is not a question of teaching arithmetic in the abstract, but of teaching these particular children arithmetic in the concrete. Notice the difference. The problem is not to instruct in arithmetic; it is to teach these children with this setting to think number accurately and rapidly and to apply principles under actual conditions. In this sense arithmetic becomes a means towards an end, and the end is to make arithmetic a usable tool in life. With this idea, the text with its pages and problems disappears and in its stead come fundamental arithmetic principles which the teacher is to lead the children to master.

ARITHMETIC.

The child thus becomes the determining factor at every step of the way. It is what he can furnish as a basis of interpretation that the teacher must depend upon. In making his assignments in arithmetic, then, the teacher will see to it that the child always finds himself in these assignments. No matter what principle is being taught or what process is being developed, every problem should be concrete. It should contain,

actual, accurate data off the farms in the community. It should interest the child and it should interest the parents. It should deal with actual things with which the parents are familiar. Questions of acreage in corn and wheat and potatoes and grass; questions of soil and tillage and fertilizer; questions of fencing materials, of building materials of all kinds; questions of roads and bridges and taxes; questions of stock feeding, and of market prices in butter and eggs; questions pertaining to every phase of farm life should furnish the data in arithmetical assignments. The life of the child must dictate what his arithmetic should be. In addition to the interest that may attach to the use of such data, the very best training may come to the child in gathering data. The children should be trained in making accurate measurements of fields and roads and bridges and buildings. The thought, the child's ability to spell these words because he suggests then, is that the child instead of the text should determine the subject matter. It is the child and not the text in which the teacher is interested. He is trying to give the child a usable tool for life. Let him consult the child instead of tradition for sane guidance, and let him help the child to realize that his world is of some importance, and that school and life are one and the same thing.

* * *

Education.

It was five minutes before noon. The Mayor and the State Superintendent had spent an hour talking to the children in an Ohio school, and just before the stroke of the gong the chairman of the local school committee was called upon to follow them.

"Children," he said, pointing toward the window, "as you go out from the school in about two minutes you will see a gang of men who are shoveling cinders into a railway train. They are earning thirty-five dollars a month.

"Beside them is a timekeeper earning fifty-five dollars.

"At the head of the train is an engineer getting one hundred dollars, and over him is a superintendent getting two hundred.

"What is the difference between those men? Education. Get all you can of it."—"Youth's Companion."

OFFICIAL DEPARTMENT

State Board of Education

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SAMUEL T. BLACK.....President State Normal School, San Diego
FREDERIC BURK.....President State Normal School, San Francisco
EDWARD HYATT, Secretary of Board.....
.....Superintendent Public Instruction, Sacramento

Little Talks by the Way.

(Under this head Superintendent Hyatt will try to give some account of what he sees and hears and thinks in traveling about officially among the schools of California. It will be somewhat hasty and ill-digested, being jottings on the road. It will deal with personal experiences, and so may look egotistic. It will be subject to frequent change of opinion, and will seem inconsistent. It is done as a free and easy means of communication between the school people of the State and the central school office. If it provokes retort or comment, that will be printed, too, provided that it be brief and interesting.)

Bakersfield Institute.

The Kern County Institute was called for a three day session during the week beginning November 24. It was held in the Woman's Club Building, a most comfortable and homelike place. An innovation was practiced at some of the sessions by putting little tables in the auditorium and grouping the chairs about them, making a delightfully informal effect. The audience felt free and easy and so did the lecturers. The chief outside helpers were Mr. and Mrs. Dane Coolidge of Berkeley. Mr. Coolidge is a naturalist, who has long worked both in America and in foreign lands for the Smithsonian Institution and various natural history organizations. Naturally, he talked about Nature—giving special attention to nature stories and nature fakirs. Mrs. Coolidge spoke on economic and on musical topics. Superintendent Stockton's opening remarks were vigorous and helpful. Dr. Browning of Monrovia gave a practical and interesting address on the Cause and Prevention of Tuberculosis, showing how people ought to live in order to avoid the dread disease.

The Southern Association.

Los Angeles was the scene of a great meeting during the week of December 16. More than three thousand teachers were in attendance. The president was H. A. Adrian of Santa Barbara. The stars of first magnitude were Inspector Hughes of Canada, State Superintendent Ackerman of Oregon, Bob Burdette, Dr. Jordan and Luther Burbank. The audience was so great that it had to move from Simpson Tabernacle to the Temple Auditorium.

* * *

Blessed and Unusual.

The most blessed and unusual thing about the Los Angeles meeting was that the speakers could be HEARD. What boots it that a great and wise man wags his jaws when you can't hear a word he SAYS? Let no one marvel at it or cavil when a large audience brings fancy work and magazines and turns into a buzzing hive of conversation during Professor Goodyman's lecture. It is their only weapon against a president who was not up to his job, one who has wasted their time and imposed upon them by placing on the program people not trained and able to reach a big crowd. Mr. President, please don't allow people to foist their friends on you—don't honor your own friends—don't buy pigs in pokes—don't yield to importunity—but give us first of all people that we can hear, yea, those we cannot help but hear! And may your days be long in the land. If you coax us and hustle us and implore us to attend your Big Meetings—if you inveigle our dollars with a smile that is child like and bland—then give us in return only things we can hear. No more of these Dumb Shows, an' you truly love us—not one.

* * *

Inspiring Occasion.

I went to Dinuba December 13 to attend the exercises dedicating the new building and ten acre grounds to the grammar schools of that town. Part of the exercises were in the fine school assembly hall, filled to overflowing; and part were outside on the grounds. The day was perfect. There were about two acres of people, afoot, in buggies, carriages, autos, on horses and bicycles. The songs and drills went off with *eclat*—the wind floated the flag out at just the right time. Everything

was lovely. The spirit was fine. It was a great occasion for one of the richest, finest and most fertile regions in all California.

* * *

Again the Teacher was It.

I had been wondering why it was that Dinuba could give ten acres and more of valuable land to the village school and why this place should do so fine a thing—and lo, I found a California teacher at the bottom of it. Mr. G. W. Wyllie is clerk of the Board of Trustees, and he has worked for this result in season and out of season for years. He was a teacher of many years experience in the Sacramento Valley. Leaving the profession with a little money saved up, he went to Tulare County to grow up with the country—and prospered abundantly as a farmer and a dealer in land. He met me at the depot with his $5000. automobile. I saw his big brick block in town and his home amid splendid vineyards and orchards. He is a man of wealth and influence and a leader in the community. And he is deeply devoted to the public school—night and day he plans for it and works for it. Surely he is a blessing to the town and to the children of that community.

* * *

Sierra High School.

In my office we take a sentimental interest in the Lassen County High School. A picture of the building and its principal goes herewith. Half a dozen years ago I was at Susanville, the county seat, at a teachers institute, in company with Mr. Wood, our statistician. There was not a high school in all the county, and never had been. The people were somewhat interested, so we called a public meeting and urged the formation of a High school district. The soil was fertile and the idea took root. And now in the Honey Lake Valley stands this beautiful school, shining forth as brightly as a good deed in a naughty world. It opened in 1903 with 43 pupils. This year the enrolled is over 60, and there are 15 in the senior class. The building is artificial stone, gray in color, and cost with equipment and grounds, nearly $40,000—certainly a very creditable achievement for a remote Sierran community. The principal of the school from its opening has been F. C. Schofield.

He gives the following cheerful picture of the conditions surrounding his school;

The people of this community and county are intelligent and progressive. The chief industries are farming, stock raising and mining. This valley (Honey Lake) is also a fine fruit growing region, especially apples. There are two good creameries in the valley. We have no railroad from Hot Springs to

F. C. SCHOFIELD, Principal of the Lassen County High School.

Susanville but a first class stage line which covers the fifty miles round trip each day except Sunday. Our altitude is 4300 feet, and our climate is beyond comparison. The atmosphere is bracing, pure, full of ozone, and conducive to good health and a genial flow of spirits, all of which are not contained in kegs and barrels. While we miss many things on account of the isolation, we have the advantages of picturesque surroundings (a school in itself)—a fine climate, clear skies, buoyant spirits, churches, schools, free reading room, and last but not least, freedom from graft and grabbing.

* * *

Get More Land.

The schools of California must get more land. Get it *now* —it will never be cheaper. Get a plenty while you are getting. The school ground that looks ample now is criminally small when the children quadruple and the surrounding land is all built upon. You can't raise good human beings without sunshine and air and ROOM, room to play and run and breathe!

LASSEN COUNTY HIGH SCHOOL.

There is no one thing of more importance to the schools of this state. It should be made a penetentiary offense to build a school house on one town lot. Two or three acres should be the minimum for any school.

The Lincoln School in Eureka, the best building in the city, has six acres of fine land surrounding it. May its tribe increase!

* * *

Dinuba Too.

Another public school good for all California to look at thoughtfully is the one just built at Dinuba, a village in the interior of Tulare County. The school house stands in the center of a ten acre piece of land! This has been plotted for a park and play ground, including circular track, tennis court, baseball, football and croquet grounds, gardens and shade trees. Adjoining the ground is four acres more, well shaded and improved, belonging also to the school.

The school house cost $25,000. The trustees are G. W. Wyllie, F. H. Wilson and J. H. Ramm. All honor to the far sighted men who have the nerve to buy 14 acres of land for a village school! It will be a fine investment for the future. The community has backed up their work by voting the necessary tax with only three dissenting votes. Such an example as this should make scales fall from the eyes of those who think that any little skimped up, narrow, contracted, miserable, crowded, bit of land is plenty good enough for the school house.

* * *

Superstition and Education.

"Superstition and Education" is the title of a recent volume of the University of California publications, issued by the University Press. The author is Dr. F. B. Dresslar. His attitude is one of high and sincere helpfulness throughout; that is what seems to me the true attitude for a scholar.

The material which the monograph analyzes is a collection of popular superstitions collected from students of the Chico and Los Angeles Normal Schools, with their supposedly honest confessions of belief or disbelief in them. Statements were gathered from 875 students, who furnished 7176 confessions of belief or unbelief. Dr. Dresslar's treatment of the material seems eminently fair and reasonable; and his conclusions likewise, surprising as they may be, are clearly warranted by the evidence. His work is not only of great interest, but of great importance.

* * *

More About the Life Diplomas.

Probably all teachers are interested in the new life diplomas —everyone either has a life diploma or hopes to have one. Wherefore these photographs, showing the new diploma open and closed. The initial T and the name of the holder are printed in scarlet. The seal is in gold. The diploma is made of parchment. The fastenings of the case are like glove fasteners, extra strong. The case is made of Persian morocco, black with old gold silk lining for the grammar school diploma, maroon with scarlet lining for the high school diploma. The lettered design on the outside of the case is embossed into the leather. The contract was secured by Neuner & Company of Los An-

geles, against competitors from the great cities of the east and from other cities of California. The taste, skill and square dealing of this firm is worthy of all appreciation. They have done a good piece of work and they deserve to have it thus publicly mentioned.

* * *

State Board of Education.

Pursuant to a call of Superintendent Edward Hyatt, the secretary, the State Board of Education met at the Sea Beach Hotel in Santa Cruz, on Wednesday, January 1, 1908. Every member of the Board was in attendance with the exception of Governor James N. Gillett and a great deal of important business was transacted during the two sessions held at 2 in the afternoon and 10 o'clock in the evening.

Seventy-three applications for the Special High School Credential were carefully considered; of this number forty-five were deemed worthy of the credential and their petitions were ordered granted, twenty-two did not come up to the required standard and the applications were denied, while the remaining were deferred to secure further evidence. Among those who were successful in securing credentials are some very strong eastern teachers with very excellent training and experience, and many of them are already teaching on temporary certificates granted by various counties.

Of the Life Diplomas there were granted 191 of the grammar grade, 31 of the high school grade, 2 special, 8 kindergarten primary, 5 new issue, and 16 university, and 34 normal documents. The names of those who were granted the various documents will appear in the next number of the *Western Journal*

The matter of issuing duplicates of life diplomas to holders of the old form was brought before the Board and was discussed fully. It appears that many now holding the old form of life diplomas are greatly desirous of surrendering their papers so as to secure one of the new parchment, leather-portfolio forms which were introduced by Superintendent Hyatt and which have become very popular. It was finally decided upon motion that the State Board would refuse to issue a new form to holders of life diplomas, this course being necessary on account of a number of reasons.

Edward T. Pierce, who was for fifteen years a member of the State Board of Education, was granted an official document to be used as an introduction to educational authorities in the various countries in Europe where Mr. Pierce, accompanied by Mrs. Pierce, intends to spend considerable time this year.

George L. Sackett, Secretary of the State Text-Book Committee, appeared before the State Board and presented the report of the State Text-Book Committee. Various text-book matters were then discussed at some length by the Board, but no definite conclusions were arrived at and it was decided to adjourn the meeting until February 7, 1908. This meeting will probably be held in Sacramento, but this city has not yet been definitely fixed upon by State Superintendent Hyatt.

Due to the fact that no meeting of the Board had been held since last July there was a multitude of matters to come up for consideration and the two sessions proved extremely busy ones.

Random Philosophy.

Hate is often unconscious fascination.

The ocean roars only where it is shallow.

Titania was not the last woman to love a donkey.

Reform is a plant that grows well in the sunlight of publicity.

If friends are regarded as assets only, we will soon spend them.

Red tape is the bandage that keeps a mummified institution together.

The gossip deserves credit for choosing some one more interesting than himself to talk about.

—George Llewellyn Rees in *January Lippincott's.*

State Board of Health.

The State Board of Health is the highest official authority upon the promotion of health and the eradication of disease in California. Its Secretary is Dr. N. K. Foster with offices in the state capitol. With the object of giving to the teachers of the state the best ideas and the latest investigations of this Board, Dr. Foster will prepare something of public interest under this heading each month.

Do many fully realize what air really means to us? We can live without food or water for many days, but if we are deprived of air for a few minutes we die. There is nothing we use in life that is of such vital importance to us, and it is the one thing we can have in plenty, and pure, if we will, for there is no possibility of any one getting a corner on air.

Why is air so important? The process of life may be briefly stated as assimilation and elimination, building up and breaking down, adding new material and throwing off the old and worn out.

Life is sustained by what we consume, but the throwing off the dead poisonous matter is of no less importance, and this is done by various organs, but in a marked degree by the lungs.

The blood, as it comes to the lungs, is dark, loaded with the broken down products of life, and this is thrown off in exchange for the oxygen in the air. This broken down material is intensely poisonous, and if retained in the blood a few minutes and not exchanged for oxygen death will follow.

We fill our lungs with pure air and breathe out that air deprived of oxygen and filled with this poisonous gas, and if we are shut in a small tight room and breathe over and over again that air, we will soon feel the effect in a drowsiness and headache that indicates a poisoning of the blood. We are taking back again the poison we had thrown off. If you will watch the smoke thrown off by a smoker in a still room you will see how ones breath mixes with the other air and how quickly we are obliged to take into our lungs the exhalation from those who occupy the same closed room with us. No matter how foul the condition of their lungs, we have to breathe it into ours, laden as it is with poison and maybe with disease germs.

We can easily see the danger of being in a close, poorly-ventilated room, for the re-breathed poison has the same effect as if never thrown off, and if many persons are confined in a room they will die as did the victims in the Black Hole

in Calcutta. In our homes and schools there are many black holes, only black in a less degree. The danger of breathing impure air is not alone that of immediate poisoning, but it leaves the lungs and whole system in a weak and debilitated condition so that it will contract more easily any disease to which it may be exposed, and this is one of the greatest sources of consumption.

Any school room where children soon get stupid and sleepy aud have no force to attend to their studies is poorly ventilated and is slowly but surely killing children. There are many of these, and together they help to make California the blackest State as to deaths from tuberculosis. The teacher should watch the children. Some will show signs of poisoning more quickly than others, and they must be an index, for the poison is working on all. Do not think that a window open in one part will always ventilate the whole room. There are frequently dead corners of air, while there is plenty of fresh air in front and near the window. The corner gets none and the child back there will suffer.

Probably our worst "Black Holes" are our sleeping rooms. Did you ever camp out and sleep beneath the trees and note how fresh and strong you felt, and then go home and feel how close and narrow your bedroom was? You opened wide your windows and vowed you would keep them open, but as cold weather came and the winds blew they came down and down, until many of them were closed, and you breathed over and over again the same poisoned air. No wonder you catch cold, for a cold is an infectious disease, the germs of which are generally present, but develop only when the mucus membrane loses its resisting power, as it does under a continued exposure to such an atmosphere.

Throw open your windows, or, better still, sleep out of doors. Never mind the cold; protect yourself from it by clothing, but get your full share of good pure air. With it there is a decreased liability to all disease, and little to fear from consumption. Without it you stand a good chance to join that almost endless throng who die each year with the Great White Plague.

* * *

There is only one stimulant that never fails and yet never intoxicates, and that is duty. Duty puts a blue sky over every man—up in his heart it may be—through which the skylark, Happiness, always goes singing.—*George D. Prentice.*

Figures from the Statistician.

Statistics are live and vital things when we learn how to use them. Mr. Wood is the Statistician of the Department of Public Instruction. He sends out the blanks, documents and official publications, receives the reports of teachers and superintendents, makes estimates and apportionments of school moneys; and then collects and tabulates the facts and figures about all these things. He will try to present each month some points derived from his work that will be of general interest to school people.

NOTICE—Please read note on last page of this apportionment.

OFFICE OF
SUPERINTENDENT OF PUBLIC INSTRUCTION,
STATE OF CALIFORNIA.

STATE HIGH SCHOOL FUND.

SACRAMENTO, CAL., December 9, 1907.

To the State Controller,
Certain County Treasurers,
County School Superintendents, and
Trustees of Regularly Established High Schools:

GENTLEMEN: Having received from the State Controller the following communication relating to the amount of money in the hands of the State Treasurer now available for the support of High Schools that meet the requirements of an Act of the Legislature entitled "An Act creating a fund for the benefit and support of High Schools, and providing for its distribution":

REPORT OF THE STATE CONTROLLER.

Office of State Controller,
SACRAMENTO, Cal., July 1, 1907.

Hon. Edward Hyatt, Supt. of Public Instruction,

SIR: In compliance with the law, I have to report that at this time there is on hand to the credit of the State High School Fund, and subject to the semi-annual apportionment, the sum of seventy-one thousand six hundred eighty-five and thirty-four one-hundredths ($71,685.34) dollars.

Yours very truly,

A. B. NYE,
State Controller.

I have, in pursuance of the terms and conditions of said Act, apportioned said money to High Schools in different counties of the State, as follows:

County	Name of School	Average Daily Attendance	Total Apportionment
ALAMEDA	Alameda	347	$ 951 59
	Berkeley	733	1,850 97
	Oakland	804	2,016 40
	Oakland Polytechnic	258	744 22
	Union No. 1	64	292 20
	Union No. 2	70	306 18
	Union No. 3	60	282 88
	Union No. 4	148	487 92
	Total	2,484	**$6,932 36**
AMADOR	Ione, Union	50	$259 58
	Total	50	**$259 58**
BUTTE	Chico	141	$471 61
	Gridley	33	219 97
	Oroville	51	261 91
	Total	225	**$953 49**
CALAVERAS	Bret Harte	32	$217 64
	Calaveras County	35	224 63
	Total	67	**$442 27**
COLUSA	Colusa	65	$294 53
	Pierce, Jt. Union	25	201 33
	Total	90	**$495 86**
CONTRA COSTA	Alhambra	39	$233 95
	John Swett	37	229 29
	Liberty	32	217 64
	Mount Diablo	60	282 88
	Riverview	38	231 62
	Total	206	**$1,195 38**
DEL NORTE	Del Norte County	40	$236 28
	Total	40	**$236 28**
EL DORADO	El Dorado County	59	$280 55
	Total	59	**$280 55**
FRESNO	Clovis	39	$233 95
	Fowler	48	254 92
	Fresno	301	844 41
	Kingsburg, Jt.	16	180 36
	Laton	23	196 67
	Reedley, Jt.	31	215 31
	Sanger	48	254 92
	Selma	113	406 37
	Washington	48	254 92
	Total	667	**$2,841 83**
GLENN	Glenn County	35	$224 63
	Total	35	**$224 63**
HUMBOLDT	Arcata	39	$233 95
	Eureka	199	606 75
	Ferndale	36	226 96
	Fortuna	36	226 96
	Total	310	**$1,294 62**

County	Name of School	Average Daily Attendance	Total Apportionment
INYO	Bishop	32	$217 64
	Total	32	**$217 64**
KERN	Kern County	174	$548 50
	Total	174	**$548 50**
KINGS	Hanford	149	$490 25
	Lemoore, Jt.	35	224 63
	Total	184	**$714 88**
LAKE	Clear Lake	79	$327 15
	Total	79	**$327 15**
LASSEN	Susanville	48	$254 92
	Total	48	**$254 92**
LOS ANGELES	Alhambra	67	$299 19
	Bonita	40	236 28
	Citrus	68	301 52
	Compton	96	366 76
	Covina	72	310 84
	El Monte	38	231 62
	Excelsior	27	205 99
	Glendale	57	275 89
	Hollywood	128	441 32
	Inglewood	16	180 36
	Jewell	28	208 32
	Long Beach	255	737 23
	Los Angeles	1,335	3,253 63
	Los Angeles (Polytechnic)	1,061	2,615 21
	Los Nietos Valley	56	273 56
	Monrovia	91	355 11
	Pasadena	504	1,317 40
	Pomona	190	585 78
	San Fernando	32	217 64
	San Pedro	38	231 62
	Santa Monica	104	385 40
	South Pasadena	42	240 94
	Whittier	172	543 84
	Total	4,517	**$13,815 45**
MADERA	Madera	59	$280 55
	Total	59	**$280 55**
MARIN	San Rafael	115	$411 03
	Total	115	**$411 03**
MENDOCINO	Fort Bragg	51	$261 91
	Mendocino	37	229 29
	Round Valley	23	196 67
	Ukiah	108	394 72
	Willits	24	199 00
	Total	243	**$1,281 59**
MERCED	Merced	95	$364 43
	West Side	35	224 63
	Total	130	**$589 06**
MODOC	Modoc County	34	$222 30
	Surprise Valley	52	264 24
	Total	86	**$486 54**

County	Name of School	Average Daily Attendance	Total Apportionment
MONTEREY	Monterey	37	$229 29
	Pacific Grove	61	285 21
	Salinas City	102	380 74
	Total	200	**$895 34**
NAPA	Napa	83	$336 47
	St. Helena	46	250 26
	Total	129	**$586 73**
NEVADA	Grass Valley	81	$331 81
	Nevada City	67	299 19
	Total	148	**$631 00**
ORANGE	Anaheim	58	$278 22
	Fullerton	60	282 88
	Orange	112	404 04
	Santa Ana	291	821 11
	Total	521	**$1,786 25**
PLACER	Placer County	99	$373 75
	Total	99	**$373 75**
RIVERSIDE	Banning	24	$199 00
	Corona	59	280 55
	Elsinore	20	189 68
	Hemet	38	231 62
	Perris	20	189 68
	Riverside	314	874 70
	San Jacinto	23	196 67
	Total	498	**$2,161 90**
SACRAMENTO	Elk Grove	30	$212 98
	Sacramento	370	1,005 18
	Total	400	**$1,218 16**
SAN BENITO	Hollister	91	$355 11
	Total	91	**$355 11**
SAN BERNARDINO	Chino	21	$192 01
	San Bernardino	145	480 93
	Colton	75	317 83
	Needles	21	192 01
	Ontario	122	427 34
	Redlands	317	881 69
	Total	701	**$2,491 81**
SAN DIEGO	El Cajon	21	$192 01
	Escondido	76	320 16
	Fallbrook	33	219 97
	National City	32	217 64
	San Diego	350	958 58
	Total	512	**$1,908 36**
SAN FRANCISCO	Commercial	477	$1,254 49
	Girls'	558	1,443 22
	Lowell	675	1,715 83
	Mission	317	881 69
	Polytechnic	322	893 34
	Total	2,349	**$6,188 57**
SAN JOAQUIN	Lodi	63	$289 87
	Stockton	287	811 79
	Total	350	**$1,101 66**

County	Name of School	Average Daily Attendance	Total Apportionment
SAN LUIS OBISPO	Arroyo Grande	30	$212 98
	Paso Robles	51	261 91
	San Luis Obispo	70	306 18
	Total	151	**$781 07**
SAN MATEO	San Mateo	52	$264 24
	Sequoia	85	341 13
	Total	137	**$605 37**
SANTA BARBARA	Lompoc	40	$236 28
	Santa Barbara	201	611 41
	Santa Maria	87	345 79
	Santa Ynez Valley	27	205 99
	Total	355	**$1,399 47**
SANTA CLARA	Campbell	80	$329 48
	Gilroy	77	322 49
	Live Oak	26	203 66
	Los Gatos	65	294 53
	Mountain View	47	252 59
	Palo Alto	154	501 90
	San Jose	665	1,692 53
	Santa Clara	150	492 58
	Total	1,264	**$4,089 76**
SANTA CRUZ	Boulder Creek	18	$185 02
	Santa Cruz	205	620 73
	Watsonville	133	452 97
	Total	356	**$1,258 72**
SHASTA	Shasta County	81	$331 81
	Total	81	**$331 81**
SISKIYOU	Etna Mills	36	$226 96
	Siskiyou County	48	254 92
	Total	84	**$481 88**
SOLANO	Armijo	75	$317 83
	Benicia	33	219 97
	Dixon	49	257 25
	Vacaville	72	310 84
	Vallejo	86	343 46
	Total	315	**$1,449 35**
SONOMA	Cloverdale	23	$196 67
	Healdsburg	77	322 49
	Petaluma	117	415 69
	Santa Rosa	246	716 26
	Sonoma Valley	27	205 99
	Total	490	**$1,857 10**
STANISLAUS	Modesto	89	$350 45
	Oakdale	33	219 97
	Total	122	**$570 42**
SUTTER	Sutter City	40	$236 28
	Total	40	**$236 28**
TEHAMA	Corning	55	$271 23
	Red Bluff	89	350 45
	Total	144	**$621 68**

County	Name of School	Average Daily Attendance	Total Apportionment
TULARE	Dinuba	56	$273 56
	Porterville	68	301 52
	Tulare	138	464 62
	Visalia	151	494 91
	Total	413	**$1,534 61**
TUOLUMNE	Tuolumne County	52	$264 24
	Total	52	**$264 24**
VENTURA	Oxnard	55	$271 23
	Santa Paula	114	408 70
	Ventura	102	380 74
	Total	271	**$1,060 67**
YOLO	Esparto	28	$208 32
	Winters, Joint	43	243 27
	Woodland	102	380 74
	Total	173	**$832 33**
YUBA	Marysville	84	$338 80
	Total	84	**$338 80**

Total number of High Schools entitled to receive State aid June 30, 1906	167
Total average daily attendance in such schools	20,430
Rate per school on one-third basis	$143 08
Rate per child on average daily attendance	$2 33
Amount apportioned on one-third basis	$23,894 36
Amount apportioned on attendance basis	$47,601 90
Total amount apportioned	$71,496 26
Balance on hand unapportioned	$189 08

Seven high schools fall below 20 in average daily attendance for the year closing June 30, 1906, and receive no State aid. Two fall below 20 in average daily attendance, but receive State aid owing to the fact that they have been in existence one year only. See apportionment for January, 1907.

NOTE.—This apportionment is a part of the money collected during the school year closing June 30, 1907, to meet expenses of that year. It would have been apportioned about July 6, 1907, had it not been for the mandamus proceedings brought by the Board of Education of San Francisco to compel the apportionment of a part of this money to the Night High Schools. The writ was denied and such schools are not included.

EDWARD HYATT,
Superintendent of Public Instruction.

SEEKING EMPLOYMENT?

Write The Whitaker & Ray Co., San Francisco, for particulars of a splendid proposition to make money.

Primary and Grammar Schools.

Enrollment and Average Daily Attendance in the Primary and Grammar Schools for the Year Closing June 30, 1907

Counties	Boys	Girls	Boys	Girls	Total	Average Daily Attendance
Alameda	10,691	9,708	4,838	5,390	30,627	22,900
Alpine	7	13	12	15	47	34
Amador	738	648	144	189	1,719	1,341
Butte	1,446	1,279	593	737	4,055	2,949
Calaveras	710	608	335	355	2,008	1,480
Colusa	428	364	286	243	1,321	1,019
Contra Costa	1,541	1,404	757	779	4,481	3,358
Del Norte	166	157	81	117	521	373
El Dorado	557	451	231	253	1,492	1,138
Fresno	4,126	3,806	1,208	1,353	10,493	8,341
Glenn	386	321	160	158	1,025	787
Humboldt	2,128	2,015	869	936	5,948	4,561
Inyo	193	197	125	127	642	454
Kern	1,086	1,013	576	600	3,275	2,468
Kings	661	656	340	309	1,966	1,578
Lake	372	325	241	234	1,172	783
Lassen	253	233	153	144	783	538
Los Angeles	18,659	16,811	11,103	11,581	58,154	44,869
Madera	394	324	195	207	1,120	816
Marin	1,057	909	571	637	3,174	2,355
Mariposa	197	176	132	140	645	440
Mendocino	1,360	1,292	652	694	3,998	2,799
Merced	716	663	427	417	2,217	1,691
Modoc	376	309	205	227	1,117	786
Mono	51	47	58	60	216	151
Monterey	1,266	1,173	661	649	3,749	2,740
Napa	968	876	441	435	2,720	2,071
Nevada	841	673	478	488	2,480	1,993
Orange	1,742	1,603	1,002	1,019	5,366	4,332
Placer	713	684	483	509	2,389	1,740
Plumas	200	182	114	140	636	462
Riverside	1,369	1,266	834	763	4,232	3,373
Sacramento	2,633	2,313	1,254	1,391	7,591	5,860
San Benito	402	340	174	173	1,089	823
San Bernardino	2,420	2,105	1,114	1,206	6,845	5,304
San Diego	2,329	2,093	1,428	1,438	7,288	5,423
San Francisco	13,256	11,789	5,935	6,943	37,923	26,765
San Joaquin	2,264	2,067	1,095	1,194	6,620	4,966
San Luis Obispo	1,261	1,067	675	712	3,715	2,694
San Mateo	1,061	880	512	454	2,907	2,175
Santa Barbara	1,455	1,098	568	549	3,670	2,792
Santa Clara	3,464	3,055	2,348	2,343	11,210	8,876
Santa Cruz	1,139	1,076	801	834	3,850	2,955
Shasta	931	895	591	658	3,075	2,055
Sierra	210	228	128	171	737	528
Siskiyou	910	831	481	565	2,787	1,952
Solano	1,192	988	748	700	3,628	2,786
Sonoma	2,900	2,604	1,142	1,311	7,957	5,675
Stanislaus	827	748	609	633	2,817	2,315
Sutter	360	316	208	200	1,084	854
Tehama	808	681	305	347	2,141	1,528
Trinity	214	171	63	76	524	332
Tulare	1,619	1,366	1,058	1,087	5,130	4,164
Tuolumne	505	471	366	404	1,746	1,318
Ventura	984	898	434	468	2,784	2,039
Yolo	717	680	378	479	2,254	1,822
Yuba	404	338	267	216	1,225	857
Totals	99,657	89,284	50,987	54,457	294,385	221,578

The total enrollment in thes schools for the year closing June 30, 1906 was 294,949; that of 1907 was 294,385 which is a loss of 564. The loss in San Francisco for the year was 11,158. A large gain would have been noted had it not been

for this great falling off in the City and County of San Francisco owing to the fire.

In the primary schools there is a gain of 3427 boys while there is a loss of 934 girls. In the grammar schools there is a loss of 457 boys and 2600 girls. It would seem from the statistics that an effort has been put forth to hold the boys in the grammar schools. And yet the boys lose from 99,657 in the primary to 50,987 in the grammarschools while the girls lose from 89,284 in the primary to 54,457 in the grammar schools. There is a decided gain in the continuence of both boys and girls in the grammar schools, over the years gone by and yet the girls seem to have shown a considerable loss.

From the age of ten to fifteen seems to be the time that the children can not do the school work to the satisfaction of teachers. Some of them are able to do the work while many who are growing very fast fail in examination owing to their lack of ability to put their work on paper. This is especially true of the overgrown boy. He it is who has suffered most in the past as a result of the examinations. Teachers should understand that much of the school money both in grammar and high schools is apportioned on attendance and should realize that the best way to receive good salaries is to keep up the attendance. This is a selfish view, but even though it is, it may many a boy or girl in school till he or she gets past the awkward age and is willing to put forth the effort needed to do good school work. Few indeed are the children either boys or girls who would quit schol to go to work when they really want to go to school. But many make the excuse to go to work when they are disgusted with failure in school work.

JOHN C. FREMONT

Named after this historic character is the new 24-room High School at Melrose, Alameda Co. This school is one of the largest and finest appointed in the state; and is equipped with the Olmsted Artificial Slate.

THE ? ? OF BLACKBOARD

White to us for our newly issued book on this subject. It will interest trustees, teachers, architects and contractors. Sent gratis on request, The Whitaker & Ray Co., 141 Grove Street, San Francisco.

The Supreme Court Decision on the Apportionment of Money to High Schools.

S. F. No. 4832. In Bank. December 6, 1907..

THE BOARD OF EDUCATION OF THE CITY AND COUNTY OF SAN FRANCISCO, Petitioner, v. EDWARD HYATT, as Superintendent of Public Instruction, Respondent.

Constitutional Law—High Schools—Schools Holding Evening Sessions Only May be Established as.—Under section 6 of article IX of the constitution, it was not intended to make a separate class of schools which should hold their sessions in the evening only, in the sense that such evening schools could not, as to the nature of the course of study pursued, possess the character of high school.

Id.—Id.—Id.—Humboldt Evening High School of the City and County of San Francisco—A School Organized Under the Law of the State—Curative Acts.—The Humboldt evening high school of San Francisco, established by the board of education of San Francisco, under section 1 of an act entitled "An Act to provide for the support of the common schools of San Francisco, and to define the powers and duties of the board of education thereof," approved April 1, 1872, giving them power to establish public schools, makes the same a school that has been organized under the laws of the state, independent of the curative acts of 1901 and 1905 legalizing the previous establishment of all high schools in the state.

Id.—Id.—Id.—Id.—Shortness of Sessions—Effect Upon Character of School.—The fact that a school holds sessions but two hours per day does not take the same out of the class of high schools, as there is no provision in the law providing a minimum duration thereof.

Id.—Id.—Id.—Id.—State High School Fund—Right of Humboldt Evening High School to Participate in Apportionment of—Failure to Maintain High School Grade of Instruction Excludes Participation in.—While the Humboldt evening school is a regularly established high school of the state, the same is not entitled to participate in the apportionment of the "State High School Fund" created by the act of March 6, 1905, as the act limits the distribution of its benefits to schools which have maintained the grade of instruction required by law for high schools.

Id.—Id.—Id.—Id.—Id.—Id.—Id.—Id.—Apportionment Confined to High School Work.—In determining the right of a school to share in the benefits of the act, only those teachers and pupils engaged in high school work can be considered, and where a school offers two courses, one of which falls short of the standard of a high school, it does not, as to such course, maintain the grade of instruction required by law of high schools.

Application for writ of 'mandamus,' prayed to be directed against Edward Hyatt, as Superintendent of Public Instruction.

For Petitioner—Wm. G. Burke, City Attorney; A. S. Newbergh, Assistant City Attorney.

For Respondent—U. S. Webb, Attorney General.

Upon an application to this court by the board of education of the city and county of San Francisco for a writ of mandate to compel the state superintendent of public instruction to include the Humboldt evening high school in said city and county among the schools participating in the apportionment of the state high school fund, an alternative writ issued. The respondent appeared and, after a demurrer and an answer, entered into a stipulation with the petitioner, agreeing upon the essential facts.

By section 1 of the act entitled "An Act creating a fund for the benefit and support of high schools and providing for its distribution," . . . etc., approved March 6, 1905 (stats. 1905, p. 58), provision is made for the annual levy of a tax for the support of regularly established high schools of the state. The money so collected is to be turned into a "State High School Fund," created by the act and is appropriated for the use and support of regularly established state high schools. (Secs. 3, 4.) Section 5 of the act directs the superintendent of public instruction to apportion the fund to high schools of the state upon this basis: one-third of the annual amount equally among the county, district, city, union, or joint union high schools of the state, irrespective of the number of pupils enrolled or in average daily attendance therein, and the remaining two-thirds 'pro rata' according to the average daily attendance for the last preceding school year, "provided that such high schools have been organized under the law of the state, or have been recognized as existing under the high school laws of the state and have maintained the grade of instruction required by law for the high schools; and provided, that no school shall be eligible to a share in said state high school fund that has not during the last preceding school year employed at least two regularly certificated high school teachers for a period of not less than one hundred and eighty days with not less than twenty pupils in average daily attendance for such length of time, . . .; provided, that before receiving state aid, each school shall furnish satisfactory evidence to the superintendent of public instruction of the possession of a reasonably good equipment of building, laboratory, and library and of having maintained, the preceding school year, proper high school instruction for a term of at least one hundred and eighty days . . ."

It appears from the stipulation above referred to, that the Humboldt evening high school was established and organized by the

board of education of the city and county of San Francisco in October, 1897, at a time when said city and county was governed by the provisions of the consolidation act and the amendments thereto. In the establishment and organization of said school no election, as provided by sections 1670 and 1671 of the Political Code was held. The sessions of said school are held in the evening only and continue during two hours of each of five evenings per week.

The respondent contends, in the first place, that under the constitution of this state no high school holding evening sessions only can be established. This contention is based upon section 6 of article IX of the constitution, providing that "the public school system shall include primary and grammar schools, and such high schools, evening schools, normal schools and technical schools as may be established by the legislature, or by municipal or district authority." The argument is that the constitution, by enumerating the various classes of schools and making evening schools a distinct class in this enumeration, distinguished such evening schools from all other classes enumerated, and that an evening school could not therefore at the same time be a high school, since high schools form a class separately provided for in the section. But this argument proves too much. It would lead equally well to the conclusion that an evening school could not be either a primary, a grammar, a normal or a technical school, a conclusion which seems on its face to be untenable. We are satisfied that the framers of the constitution, in including in this section the words "evening school", intended to obviate any doubt that might exist as to the power to provide for schools which should hold their sessions in the evening and that it was not intended thereby to make a separate class of such schools in the sense that evening schools could not, as to the nature of the course of study pursued, possess the character of primary, grammar, high, normal or technical schools.

Further, it is objected that the Humboldt evening high school was not organized pursuant to an election held under the provisions of section 1670 of the Political Code. By section 5 of the act of March 6, 1905, the benefits of the "state high school fund" are limited to high schools that "have been organized under the laws of the state, or have been recognized as existing under the high school law of the state." By this provision the act furnishes its own definition of the phrase "regularly established high schools of the state", used in the earlier sections, and impresses the character of regularly established high schools upon schools which comply with either of the last quoted requirements of section 5. As appears from the stipulation, the Humboldt evening high school was established by the board of education of the city and county of San Francisco in October, 1897. Section 1616 of the Political Code reads: "Boards of education are elected in cities under the provisions of the laws governing such cities, and their powers and duties are as

prescribed in such laws, except as otherwise in this chapter provided." Under section 1 of an act entitled "An act to provide for the support of the common schools of the city and county of San Francisco and to define the powers and duties of the board of education thereof", approved April 1, 1872 (stats. 1871-72, p. 846), the board of education of the city and county of San Francisco is given power "to maintain public schools as now organized in said city and county, and to establish additional ones as required, and to consolidate and discontinue schools, as may be deemed best for the public interest." That high schools may properly be included within the term "public schools" will hardly be questioned. Indeed, article IX, section 6, of the present constitution, quoted above, expressly makes them a part of the "public school system." This statute, therefore, in conferring upon the board of education of the city and county of San Francisco power to establish public schools, gave to it the power to establish high schools. The act, having been passed before the adoption of the constitution of 1879, was not affected by the restrictions contained in that instrument prohibiting the passing of local or special laws. (Nevada School Dist. v. Shoecraft, 88 Cal. 372.) It would appear clear, therefore, that the Humboldt evening high school is a school that has "been organized under the law of the state." But if there were any doubt as to the legality of the original organization of the school, two curative acts, passed after its establishment, had the effect of obviating any defects existing at the outset, or, at least, of making it a school "recognized as existing under the high school laws of the state." An act of March 15, 1901, (Stats. 1901, p. 299) provides that "All proceedings for the establishment of high schools heretofore established in incorporated cities are hereby declared legal"; and in 1905 the legislature amended section 1671 of the Political Code, including in said section a subdivision 11th, providing that "All proceedings for the formation and organization of high school districts and the establishment of county, city and county, union, joint union, and district high schools had prior to the passage and approval of this act are hereby validated and declared legal, and said high school districts and high schools are hereby declared to be legally formed, organized and established." It is well settled that the legislature has power to pass acts curing the failure to comply with statutory requirements of municipal corporations. (6 Am. & Eng. Ency. of Law, 2d ed., 941.) In the recent case of "Chase v. Trout," 146 Cal. 350, this court fully expressed its views regarding the validity of curative acts. The statute there in question undertook to validate defective proceedings for the collection of taxes, but the principle declared is no less applicable to proceedings of the kind here involved. (See also Baird v. Monroe, 89 Pac. 352.) If this school was in all other respects entitled to participate as a high school in the apportionment, these curative acts were clearly sufficient to bring it within the statutory definition of a "regularly established high school".

The further objection is made on behalf of respondent that the shortness of the daily session held in the school in question, i. e., two hours per day, takes the school out of the class of high schools contemplated by the law. While it appears -that this session is con siderably shorter than that regularly held in day high schools, we find no provision of law regulating the length of the daily sessions, with the exception of section 1673 of the Political Code, which provides that "No school must be continued in session more than six hours per day". No statute provides a minimum duration, and if the school complies with all the requirements of law, the fact that its sessions are of shorter duration than those of other high schools does not deprive it of the character of a regularly established high school, or prevent it from participating in the benefits conferred upon regularly established high schools by the act of March 6, 1905.

But, while the facts already set forth do not, in our opinion, tend to show that the school in question is not a "regularly established high school of the state", and do not, therefore, furnish any reason for excluding it from the apportionment, we think that the stipulation of facts fails to show that the Humboldt evening high school, considered as a high school, complied with the provisions of section 5 of the act of March 6, 1905, as to employment of teachers and average daily attendance. It might be said that the answer, tested by strict rules of pleading; does not raise a clear issue on this point. It may, however, without straining the meaning of words, be construed as raising such issue, and, inasmuch as this is a controversy between public officers, each of whom is doubtless desirous of ascertaining and performing his exact duty under the law, we are not disposed to allow any technical construction of the pleadings to prevent the consideration of a question whose determination is necessary to a proper understanding of the rights and obligations arising under the statute in question.

The petition alleges, and it is not denied, that during the school year 1905-6, the Humboldt school employed twenty-six teachers for not less than one hundred and eighty days, and that the average daily attendance was 546 pupils. It appears that graduates of grammar schools have been admitted to said school without examination. (Pol. Code, sec 1670, subd. 13.) A course of instruction extending over three years, and leading to a high school diploma, is given, but there is no suggestion that this course is such as to prepare graduates for admission to the state university. During the year 1905-6 the school had a course of study known as "Course B," which extended for a period of five years, and which was adopted by the petitioner to comply with the admission requirements of the University of California. As we have seen, the act of March 6, 1905, limits the distribution of its benefits to schools which have maintained the grade of instruction required by law for the high schools. That grade of instruction, as declared by subdivision 12 of section

1670 of the Political Code is "such as will prepare graduates therein for admission into the state university." If a school offers two courses, one of which falls short of this standard, it does not, as to such course, maintain the grade of instruction required by law of high schools. Accordingly, in the case at bar, the Humboldt evening high school is to be considered a high school only so far as concerns the instruction given and received in "Course B". But of teachers and pupils in this course. It is true that the parties agree that the school, as a whole, has 26 teachers and 546 pupils, but it nowhere appears how many of these teachers or pupils are engaged in high school work and how many are occupied in the three-year course, which is not up to the high school standard. Unless that part of the school which can properly be regarded as a high school has two or more regularly certificated high school teachers and twenty or more pupils in average daily attendance, no right to apportionment under the statute arises. Here these conditions are not shown to exist.

That, in determining the right of a school to share in the benefits of this act, only those teachers and pupils engaged in high school work can be considered, is made manifest by the manner of the apportionment. Two-thirds of the fund is to go to schools in proportion to the number of pupils in attendance. This must mean the number of pupils who are receiving the grade of instruction required by law. It cannot have been intended to distribute a high school fund to schools maintaining a certain grade of instruction, and to base this distribution on the number of pupils to whom a lower grade of instruction is being given.

For these reasons, we conclude that the petitioner has on the record before us failed to show any right in the Humboldt evening high school to participate in the allotment of the high school fund. If, however, it shall furnish to the respondent satisfactory evidence of compliance with the requirements of section 5 of the act of March 6, 1905, having regard solely to the teachers and pupils engaged and the equipment employed in "Course B" or any other course preparing pupils for admission to the state university, it will then be entitled to an allotment of the state fund, based, as to two-thirds of the fund, on the average daily attendance in such course or courses.

We may add that we attach no importance to the fact that "Course B" extends over five years. The only provision of law regulating the length of the course is that it "shall embrace a period of not less than three years." (Pol. Code, sec. 1670, subd. 12.) That it may extend over a longer period than three years is clearly shown by subdivision 13 of section 1670, which contains a provision relating to schools "where the course of study embraces a period of four years."

The proceeding is dismissed.

SLOSS, J.

We concur:
ANGELLOTTI, J.
HENSHAW, J.
LORIGAN, J.
McFARLAND, J.

Concurring Opinion.

I concur. I agree that the mere fact that the daily sessions of the Humboldt evening high school are of but two hours' duration does not deprive it of its character as a high school organized under the law of the state, or as a high school recognized as existing under the high school laws of the state. But I suggest that, in view of the practically universal custom of holding sessions of the public schools at least five hours each school day, and the manifest inequality and lack of uniformity in the law if it is held to give the same amount for its support to a school in session only two hours daily as is given to one in session three times as long and, during each year, imparting presumably three times as much training and instruction at three times the expense, it may be a serious question, if it ever arises, whether the "average daily attendance" for the "term of at least one hundred and eighty days" required of high schools to entitle them to receive state aid, under the statute, does not mean a daily attendance for one hundred and eighty days of, at least substantially, the same number of hours as is usual and customary. If the aid can be secured by two hours daily instruction for one hundred and eighty days, that is by three hundred and sixty hours each year, instead of the customary nine hundred hours each year, why not by means of daily sessions for that period of one hour, or less?

SHAW, J.

Miss Bertha Chapman, Superintendent of Nature Study in the Oakland School Department, has been honored with an appointment to the faculty of the University of Chicago, a distinguished selection, as it makes the choice in university affairs of a public school attache by a university organization.

Miss Chapman is a member of the Phi Beta Kappa of the University of California by honorary appointment. Through her suggestion the famous ornithological collection of Walter F. Bryant of the San Francisco Academy of Sciences was obtained by Mayor Mott for the city of Oakland as the nucleus for a public museum to be established in the Wright home on Lake Merritt's shores.

Miss Chapman will soon depart for Chicago to take up her new field of work.

A CALIFORNIA MAP CALENDAR

Will be sent gratis to any school official or teacher writing for same to The Whitaker & Ray Co., 141 Grove Street, San Francisco.

Western School News.

Meetings.

The California Teachers' Association will meet at San Jose December, 1908. Fred S. Moore, Alameda, President.

Northern California Teachers' Association, Marysville; F. E. Freeman, Yuba City, Cal., Pres.

Southern California Teachers' Association will meet December, 1908, at Los Angeles. Duncan Mackinnon, San Diego, President.

National Educational Association, Cleveland, Ohio; E. G. Cooley, President, Chicago; Irwin Shepard, Secretary, Winona, Minn.

NOTES

The New State Normal School Building in San Francisco is about completed. It will be a model of its kind.

Geo. H. Prince of the passenger department of the Santa Fe Railroad delivered an illustrated lecture on the Grand Canyon of the Colorado at the State Teachers' Convention at Santa Cruz January 2, 1908. The lecture was well illustrated and Mr. Prince is a fine magnetic speaker. His lecture was considered one of the very best talks of the meeting.

The Berkeley Board of Education has adopted the rule that only men shall be eligible to principalships.

Alice L. Park of Palo Alto had a fine exhibit of humane education literature at the State Teachers' Association at Santa Cruz.

W. G. Hartranft, manager of Silver, Burdett & Co., has located in Santa Barbara for the winter.

Herbert Bashford, the poet and playwright, has been printing a series of articles in the San Jose Mercury on the Lock Step in Education.

The new San Jose High School building is to be one of the finest, if not the finest, high school building in the west.

Geo. L. Leslie, the director of the Health and Development department of the Los Angeles Schools, is taking a very active interest in changing many of the conditions of physical environment of the child.

The Greenville School District, Plumas County, has petitioned for a county high school.

Dr. Jaffa of the University of California has been appointed inspector under the Pure Food Law.

The Territory of Arizona employs 108 male teachers and 518 female teachers. The average monthly salary of the male teachers is $93.30 and of the female teachers $71.08. Roughly approximating the schools are nearly five times as large as twenty-three years ago, in attendance, wealth, and in every material way. Where is the state that has done any better?

A. S. McPherron of San Bernardino County has written a strong article in favor of the county institute. It was published in the San Bernardino Sun.

Professor Arthur L. Chamberlain, treasurer of the National Educational Association, announced December 14th that the association will hold its forty-sixth convention at Cleveland, Ohio, from June 29th to July 3d of next year. The membership of the association, which includes nearly all the active teachers of the United States, has amazingly increased since the Los Angeles convention. It is expected that the railroads will offer the same rates as for the Los Angeles convention—one way fare with $2 added for the membership fee. The collection of this fee with the railroad ticket was hampered last year by the rules of the Interstate Commerce Commission, but the executive committee of the association thinks that this point is now settled.

Richard G. Boone, formerly editor of Educator, Boston, has been engaged to deliver a series of lectures in Red Bluff under the auspices of the High School.

Miss Anna T. Haley, principal of the Homestead School, and Miss Rose Meehan of the San Mateo Grammar School, have been appointed on a committee to plan for the minimum amount of work required by the teachers in language, including technical grammar and composition and United States history. Their report is to be forwarded to the County Board of Education at Redwood and acted upon by that body at its next regular meeting. This report is of special interest to all parents for it will designate the amount of work required by the children both in the grammar and primary grades. A new course of study is being used for the first time this year.

Arthur H. Chamberlain has been honored with an invitation to read a paper before the National Superintendent Convention at Washington, D. C., in February. President Chamberlain has also been elected president of the School Masters' Club of Southern California.

The transfer of the School of Agricultural to the department of fomento was made recently in the city of Mexico. The department of fomento intends to transfer the school to a new building, at some hacienda in the vicinity of Mexico, within the Federal district. As the hacienda has not yet been purchased by the government, and the building of the new school, which will have an experimental station attached, will take some time, the department has decided to make some improvements both in the present building and in the scheme of agricultural education.

Miss Ednah Rich, principal of the Anna S. C. Blake School of Manual Training and Supervisor of the Normal School of Santa Barbara, is back from the Southern California Teachers' Association in Los Angeles, and she is enthusiastic over the meeting. She declares that for broadness of vision and a general interest by each in the things

that stand for the uplifting of the whole, the educators surpassed anything she had ever known.

Miss Rich may leave Santa Barbara after the New Year for a day or two in the Grand Canyon before school reopens. All the teachers of the manual training department spent Christmas at the Grand Canyon and will remain there until obliged to return to their duties.—Santa Barbara Independent.

Joseph O'Connor has been appointed a member of the Board of Education by Mayor Taylor. The appointment meets with the general approval of the public and the teachers.

J. E. Carr is the Superintendent of Imperial County, the new county on the desert. His post office address is El Centro.

E. B. Wright, Supt. of San Joaquin County, had a severe stroke of apoplexy on December 10th. He has recovered sufficiently to be able to attend to his official duties.

The new Parental School will be opened in Los Angeles about February 1. The new building has been constructed in the old Spanish style, the rooms being built around a court. On the west side will be the Superintendent's living-rooms and office. There will be twenty-four bedrooms, each with a large window; a library, which opens into the large recreation room, with its big fireplace, where the youngsters may sit in the evening and swap yarns. The lawns and flowers will be planned by a landscape gardener. Four acres will be devoted to athletics, with baseball diamond, football field, tennis and handball courts, etc. There will be, too, a swimming hole in the Los Angeles River, which flows along the base of the hill.

Most of the clippings from Southern California this month have been in reference to Supt. E. C. Morris' recommendations on the observance of Christmas day in the schools. "A Tempest in a Teapot" or to be more literal "A Cyclone Among the Orange Groves."

Frank F. Bunker associated superintendent of the Los Angeles City Schools, was married December 6th to Miss Gertrude Dean of Seattle.

Professor Davidson of Stanford University will deliver a series of lectures open to superintendents and principals and teachers of experience on "The School Curriculum." The first meeting will be held January 18th.

The Trinity County Teachers' Institute was held September 24, 25, 26, at Weaverville, Cal. Miss Nellie M. Jordan secured Dr. C. C. Van Liew, and Mark Keppel as instructors. It was a notable institute, and was well managed by Miss Jordan. The addresses of both Van Liew and Kippel were highly appreicated.

The Gilroy Gazette contains a full page article on the Gilroy Public Schools written by E. G. Brownell.

This is the Official Journal of Education. The law requires that the Clerk of the school district file it with the teacher before the end of each month.

The Western Journal of Education

February, 1908

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The Western Journal of Education

FEBRUARY, 1908

EDITORIAL

The U. S. Bureau of Education.

Dr. Brown seems in a way to make valuable progress in the near future in his new work as United States Commissioner of Education. In the report of the Secretary of the Interior, recently laid before Congress, there are a number of recommendations which look toward the proper financing of the Bureau of Education and thus preparing it to begin the work which has so long been waited for it to do. Useful as the Bureau has been in the past, it has as yet hardly touched one side of its possible field of usefulness. For years and years the Bureau has been treated in a most niggardly manner by our national Congress. The Commissioner has been given a yearly salary below that of a hundred good school men in our cities, while Washington is a notoriously high place in the cost of living; the Bureau has suffered from entirely inadequate and poorly paid clerical service; it has been given a sum for yearly rental entirely inadequate to secure respectable quarters, with the result that it has had to box up and store part of its collections; its statistical work has been two to three years behind the times; and it has had no funds for the work of investigations which scholars were willing to place in its hands. Practically no other Bureau has been treated in so shabby a manner, while many of lesser importance have had many times the amount given to Education.

The Secretary of the Interior now recommends that the salary of the Commissioner be increased from $3500. to $6000., or in other words be put on a par with that of other officials of equal rank in government service. New assistance is provided for at salaries that possibly may command the services of good men; a new appropriation of $20,000. for educational investigation is recommended; and the appropriation for the collection and tabulation of statistics is recommended to be increased from $4000. to $12,000. Additional sums are recom-

mended for the library, for rent, for printing and binding, and for the printing of two Annual Reports next year to bring the date printed on the covers up to date of issuing.

All of these recommendations should have been made years ago, and now that the Secretary of the Interior has made himself responsible for the recommendations, the school men of this state ought at once to bombard their Congressmen and Senators with letters urging them to support the recommendations of the Secretary of the Interior with reference to the Bureau of Education. Let them see that there is a strong educational sentiment in favor of their taking affirmative action in this matter.

Professional Supervision for New York State.

There are many signs of a growing national interest in the matter of securing a better system for the selection of County Superintendents than we have at present. In a number of states the matter has been carefully discussed during the recent State Association meetings. One of the most recent and the most positive of these came from the State of New York, a state that has recently provided a proper method for the selection of the State Superintendent of Public Instruction. After a long and spirited discussion, in which the then State Superintendent stood in the way of progressive action, a change of fundamental importance was made in the method of selecting this official. His title was changed to that of Commissioner of Education, his term was made six years, and his selection was taken from politics and placed in the hands of the Board of Regents of the University of New York, a body whose nearest analogy in this state is our State Board of Education.

At a recent meeting of the School Commissioners (County Superintendents) of New York State, held at Syracuse, a meeting corresponding to our Biennial Convention, Commissioner Draper outlined a plan to provide better supervision for the rural schools of the state and the substitution of adequate and professional supervision for the present hit and miss political method of selecting County Commissioners. To do this he proposed the entire abolition of the present political method, and it is highly creditable to the School Commissioners of the State of New York that they voted unanimously, after listening to a most thorough and conclusive presentation

of the whole subject by Commissioner Draper, to invite him to prepare a Bill for the consideration of the coming session of the Legislature, which would put his ideas into force. and agreed to support the Bill when it was introduced. It is possible and even probable that the coming session of the Legislature of New York may vote to transform the rural schools of the state by substituting an adequate and a professional system of school supervision for the present politically selected one. If this can be carried through Commissioner Draper and the School Commissioners of New York will deserve the thanks of all who are interested in the improvement of our system of public education, for having been instrumental in the adoption of so important a step in the evolution of a rational system of school administration. It may be some time before we come to it, but some day some California Superintendent of Public Instruction will immortalize his name in the school affairs of this state by championing and carrying through a measure, both as it effects County supervision and the state office itself, which is so manifestly in the interests of public education.

Coeducation in our Common Schools.

One of the things to which our American school system stands committed is that of coeducation of the sexes in our common schools. Boys and girls of the same locality grow up together, go to school together, and learn to come in contact with one another in a perfectly natural and normal way. Occasionally something goes a little wrong, as will inevitably happen when a large number of children are put together, but the evil consequences are much less than would be the case were the sexes separated throughout the school course. The best thing to do to prevent the undue emphasis of sex ideas is to allow boys and girls to mingle in a natural and a normal manner. In Europe the sexes are separated throughout their education, with the result that the sex idea is constantly emphasized and brought before the young people, with most disastrous results. The young people are constantly made to feel that there are essential sex differences, and the idea of sex is constantly before them. The effect on the relations of the sexes and on public morality is bad, and the results are far worse than any bad results we have to contend with because of the free mingling of the sexes in this country.

Ellwood P. Cubberley.

The Teacher and the Assignment.

BY FASSETT A. COTTON.

I. THE ASSIGNMENT.

he assignment is so important that it can not be mentioned too often nor emphasized too much. Of course the recitation furnishes the real occasion of contact between teacher and pupil and is the final test of good instruction. But back of the recitation is the assignment, which not only foreshadows the recitation but indicates the preparation, mode of procedure, and mental habits of the teacher. At this juncture in the year's work it would be helpful to each teacher to examine himself and his work for the past four months in the light of these essential qualities. Have carefully worked-out daily assignments been made? Have they stimulated every child in the class to his best efforts? Nobody can make his assignments or furnish devices to fit his cases. If he can not take his material and adjust it to the particular conditions that prevail in his school and community he might as well change his calling, because he will never be able successfully to teach school. Of course a long-suffering, charitable public may endure for a time mere mechanical motions but this can not go on forever. Sooner or later in the remotest rural district intelligent, individual work will be demanded.

And so this is a good time for teachers to examine themselves and their work and to determine whether they are "called." Teachers are not different from other people—they must have guides and goads. If they can not be led to quicken their pace they must be stung into activity.

II. LANGUAGE.

Language teaching must be direct and indirect, incidental and systematic, conscious and unconscious. Like liberty, its price is eternal vigilance. On the direct, systematic, conscious side there are some things that must be done. The school ought at least be able to teach the child to express what thoughts he has in forcible, logical English, if it can not give him the ability to use elegant, eloquent language. One's connected discourse is a fair index of his mode of thinking. The speaker who continually puts "I" in the objective case

forgets the number of his subjects and antecedents, and disregards the sequence of his tenses can not be regarded as a very energetic thinker. Early linguistic habits do not sufficiently explain all lapses of tongue. The suspicion is not wanting that his training has not been strong on the thought side. Now the training in language must be oral and written. The first essential is to be able to tell a straight story and make the sequence of expression correspond absolutely with the sequence of action or thought. For example, if one is giving an account of some simple experience he ought to be able to push straight through his story, giving each step and detail as it happened and in the order in which it happened. Number, person, gender and tense ought to sustain the most friendly and harmonious relations throughout the story. A simple recital of facts or acts in the order of their occurrence, in complete, accurate, detached sentences, must precede complex elegant connected discourse.

One of the very best devices in such work is to be found close at hand in every school. Ask one member of the class to perform some simple act, such as going to the bookcase for a book. Tell the other members of the class to notice just what he does. Then have them tell in simple, complete, detached sentences everything that he does in this complete round of activity. See that the sentences are in perfect sequence. These sentences may then be written and in succeding lessons the unimportant details may be omitted and the detached sentences finally worked into connected discourse. This device skilfully used may accomplish three things: (1) It may help the child to tell a story in its logical sequence. (2) It may teach him to omit unimportant and tedious details. (3) It may teach him to express himself in forcible, connected discourse. Indeed, the possibilities of such language work are almost unlimited.

Another device that is certainly practical may be suggested. When a point has been made in any recitation, or when a topic in the study of a subject has been completed, have some member or members of the class stand and make a complete statement of the point or topic in question in good, forcible English. Make the English a conscious problem. The teacher should let no poor English escape without correction. Sometimes the statement is made that the thought is more important than the English, and that the timid pupil can not proceed under the cross fire of criticism. The first proposition can not

be sustained, and the effect upon the timid pupil depends wholly upon the manner of the teacher. However, in most cases the teacher may reserve his criticism till the recitation is complete and then have the pupil make correct statements. But in aggravated cases the teacher will save time and help the pupil most by having him stop and start again.

PUBLIC SPEAKING.

Another suggestion may be made here. Public speaking should be given a definite place on the program. Every child should have an opportunity to learn to speak in public. He should be accustomed to stand before an audience and express his thoughts. The teacher should occasionally set aside a period for such work. He should announce a subject to be discussed or a question to be debated and should call upon pupils to stand before the school and express themselves. Their English, their pronunciation and their attitude should be subject to criticism. In all work in oral and written composition it is important that pupils be restricted to things which they know.

III. GRAMMAR.

The most dangerous thing in grammar work is its tendency to become formal, mechanical and uninteresting. The only way to avoid this tendency is to keep the work constructive on the part of the pupils. Teach principles by induction and fix them by construction. This means simply that the thought side is to be emphasized. If the use of a part of speech in the sentence is to be taught, the teacher should abundantly illustrate the principle with well-chosen typical sentences. When the pupils have seen the principle and have formulated it, they should in turn be required to construct sentences illustrating the principle. This is the *Application Step* and is the most important step in the process. Any assignment in grammar, then, should make the thought side dominant through construction. Of course the fundamental thing to be remembered is that the sentence is the unit of language and that as such it must answer all questions and settle all difficulties.

IV. HISTORY.

At some time during the year the eighth grade pupils will study The Constitution of the United States. This may be made the most interesting of all the facts of history or it may

be made the dryest and deadest of all topics. It all depends upon the teacher's understanding of history. Historical facts are not interesting in themselves. It is the part they play in the devolopment of free institutions that make them interesting. The student must know the facts definitely, but his knowledge of the facts themselves calls for an understanding of the conditions that brought the facts, and for a further knowledge of the effects of the facts, immediate and remote, upon the life of the people. Now the Constitution is a fact in United States History and it is an extremely important fact. More than that it is an intensely interesting fact when properly studied. But it is interesting only in the light of its origin and its influence upon civilization up to date. In making a study of the Constitution then much knowledge is involved. The causes immediate and remote that led up to the Constitution, and the stages involved in its formation, with the part other important documents played, must be known. For example, the pupil must know the Articles of Confederation and their relation to the Constitution. What were they? Wherein is the Constitution stronger? Place them side by side and make a comparative study of them. Then the equally interesting study of the influence or effect of the Constitution upon civilization and particularly upon our history. Of course the deeper problems can not be touched in the grades, but the boys and girls can be shown that great questions are involved that are worthy of their best ability. The main thing is to teach the pupils how to study history—that is to teach them to think. There is no finer fact in history with which to accomplish this than our Constitution. But it must be gotten out of the book and put over into everyday life and made to live and breathe. The ability to do this depends upon the teacher's familiarity with history in its progress towards humanism. To learn mere historical facts and to fail to see the part they play in civilization is to miss the point and the joy.

V. PHYSIOLOGY.

There are two things that the study of physiology ought to be able to do for the pupils in the grades: (1) It ought to give them a knowledge of the simple laws of health, and (2) it ought to give them some experience in scientific study. It is not likely that much real knowledge in anatomy and physiology can be given, but it certainly can do something along the

two lines stated. The work in hygiene should be made practical. It should deal with questions of eating, drinking, breathing, bathing, clothing, hearing, sight, walking, carriage of body, contagious and infectious diseases, ventilation, heating, indeed with everything that touches the health of the boys and girls.

OPPORTUNITY TO TEACH TEMPERANCE.

Here is the opportunity to teach temperance in the fullest sense. The work should be positive. The boys and girls should realize that excess or overindulgence in any form is intemperance; that when one breaks a law of health he must pay the penalty. These simple problems of health should be carried over into the home to parents who do not know. There are scores and scores of parents in Indiana who have sent their children to school today poorly nourished and illy clad, and these children are sitting in our schools hungry and uncomfortable, some of them already in the grip of disease. These parents are neither unkind nor stingy; they do not know. Into these homes the physiology should take a better knowledge of living.

The other thing which the study can accomplish is to aid pupils to see things—that is, to think. In the simple dissections that may be undertaken, and in the study of tissues with the microscope, most valuable lessons in study may be obtained. Here is a field in which the special interests and aptitudes of pupils may be encouraged and the breadth and depth of the subject taught. The teacher ought to be able to tell shortly what effect the physiology work is having. As a mere knowledge of facts it is worthless. Cast in the form of new and better habits of life its value can not be estimated.
habits of life its value can not be estimated.

VI. PERSONALITY.

Any discussion of teaching must always return to the vital factor in the process—the teacher. Assignments are necessary, but the teacher must be bigger than any assignments he can make. Methods and devices are essential, but they depend wholly upon the teacher for any merit they may have. The recitation can not conduct itself—the teacher is the life of the process. Is the schoolhouse neat and tidy, with everything in order—that is the nature of the teacher. Is it dirty and untidy with everything in disorder—that, too, is the nat-

ure of the teacher. Is there a well-arranged program carried out on time in a business way so that every class and every child has its chance to work—the teacher is responsible. Is there a hap-hazard program seldom followed completely so that often many of the classes do not recite—the teacher is responsible too. Are there well-written assignments on the boards, and are all the children so busy in the preparation of their work that they never think of disturbing others—the teacher is back of it all. Is there disorder and idleness and discontent—the teacher is back of that too. Is there joy in the work and happiness in the school and on the playground—the teacher is the source of that joy and happiness.

AN IDEAL DISTRICT SCHOOL.

It is wonderful what an opportunity the teacher has to mold the destiny of the boys and girls. The schools in Indiana are better than they have ever been before because a larger number of teachers than ever realize what it means to teach school. Last October and November the writer visited several rural schools. The best district school visited is located in Sullivan County, about four and one-half miles northeast of Sullivan. This school was visited late in October. The County and City Superintendents, the Township Trustee, three rural school teachers and a minister visited the school at the same time. It is located in a mining district and there were fifty-seven children in the room. The building is a modern one-room structure, with two vestibules or cloak rooms and a basement for the furnace. The light in the room comes from the north side, which is taken up with windows reaching nearly to the ceiling. The lighting, heating and ventilation are as near perfect as they can be made. The building has been in use three years and is free from abuse. It looks entirely new. Everything was in neat order. The boards were well kept because the pupils take an interest in keeping them neat. The assignments on the board were neat and definite. The order was as good as anyone may ever want to see, because every child was busy at work all the afternoon. The instruction was excellent, the work in reading being unusually strong. "Spinning a Top" was made the basis of the first year work. The children furnished the material for this reading lesson. There was no estrangement between the teacher and pupils, hence they gave the most natural expression to their childish experience with the top. As the teacher wrote the stories on the

board they realized that "language is the symbol of their actual experiences." The assignment in this lesson found its subject matter in the child's world, and as a result the expression was natural. The work in geography and spelling was of the same character.

But best of all was the fine spirit of the school. Every child was happy and was doing his best. Every child seemed to realize that it was his school and that its success depended at least in part on him. And when they sang their closing song and started home their hearty good-night showed that they believed in the teacher. And what was the secret of it all? The teacher, to be sure. He is genuine. He is in love with his work and he is not afraid to work. He lives in the community and knows the people. He is a great blessing to the community, but he can not stay there. Not because he does not want to stay nor because the people do not want him to stay—but because there is a larger field of service for him. No wonder the trustee pays him $90.00 per month!

* * *

Education for the Workers.

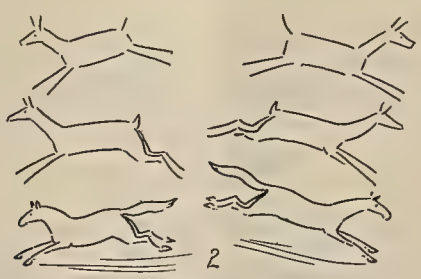
A striking illustration of what I am saying was offered by the elevator boy in a city building, last spring. This boy said, "Can't you find me a job that would pay me better?" "How old are you?" he was asked. "Twenty-one." "What can you do?" "Well, you see, I left school at fifteen; I have drifted about from one thing to another since; recently my father died, and I find it necessary to earn more in order to help myself and my family." Here was a youth twenty-one years of age, with no capacity to do anything that is worth paying more for than the sum paid for the juvenile services that he had been engaged in since he was fifteen years old. This case is probably typical of the great majority of young people. The investigation referred to also revealed the fact that a large proportion—the majority—of these children would be in school between the ages of fourteen and sixteen if the school afforded a training that promised increased earning capacity. It is fair to conclude, therefore, that the present condition of many young workers, typified by our elevator boy, is preventable.—Paul H. Hanus, in the *January Atlantic.*

Action. The Action of Running.

BY D. R. AUGSBURG, SAN FRANCISCO NORMAL.

Action is a thing by itself quite independent of the animal that expresses it. It is something that can be learned and then applied to most any object, animate or inanimate. For example the action of running could be applied to a tomato can as readily as to a living animal if we once learned how to represent the action. A person can learn an action and then apply it to various animals or objects at pleasure.

Action has many phases as may be seen by looking at the running horses in Fig. 1. All the horses are running but in each the legs are in a different position. We could learn any one of these phases of running and apply it to any animal or object. Perhaps the last horse, marked A, represents the running position that is the easiest to reproduce in drawing and one that will apply to the greatest number of animals, and still appear natural.

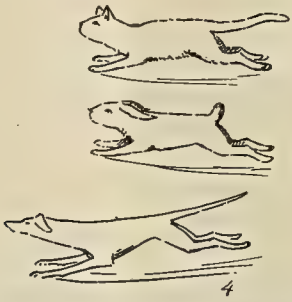


In Fig. 2 this typical run is applied in the most simple manner, first as straight lines, then with a little more character and in the horse with more attention to details.

This position of the legs should be memorized to the extent that it can be applied to any animal that runs in this manner, such as the dog, cat and deer families.

The process of memorizing is the same as in memorizing a poem or piece of prose. We memorize a poem by reading it carefully, then again, and again, trying each time to repeat it without looking at the printed page. In the same manner a drawing may be memorized. Make the drawing carefully. Then try to draw it without looking at the copy. This do until the drawing can be reproduced. Try to learn the action rather than the lines, its the direction of the lines that represent the action.

In Fig. 3 this typical action of running is applied to the cow, the sheep, the goat and buffalo. Observe in each that the legs are in the same position, in other words, this typical action of running has been applied to each alike.



In Fig. 4 this action of running has been applied to the cat, the rabbit and the dog, three animals that are wide apart in

both form and habit. It will be seen from these three that action may be studied and learned as an element quite apart from the object that gives it expression.

Running and jumping or leaping, are very much alike in their action. Running is a continuous series of jumps or leaps and differs from jumping in degree rather than in form. Jumping may be represented in the same manner as running.

The aim is to show that action may be learned as an element by itself and then can be applied to anything or every thing that its master, mind, wishes to apply to it, whether it be to growth, inanimate form, animate form or rhythm.

* * *

"Robert, this spelling paper is very poor," complained the small boy's teacher. "Nearly every word is marked wrong."

"It wouldn't have been so bad," protested Robert, "but Annie corrected my paper, and she's mad at me, and for every little letter that I got wrong, she crossed out the whole word."

—*January Lippincott's.*

The Common Schools and the Farmer Boy.

BY FASSETT A. COTTON.

SPELLING.

The life of the children should furnish the spelling lessons. There is a farm vocabulary and it is essential that the children should learn to use it accurately and intelligently. Now, a spelling lesson should be as thoughtful and as interesting as any other lesson. The assignment should be as carefully worked out as any other assignment. Like everything else, the home life should dictate the point of departure. The work in spelling may be conducted from more than one point of view and the community vocabulary utilized in each case. The assignments may from day to day call for lists of ten or twenty words covering the entire range of life in the community. The teacher may ask the class to hand in a list of ten words that are the The teacher should correct the lists and hand them back. names of kitchen utensils. Suppose there are five children in the class and the teacher finds that twenty different words have been named. Such a device furnishes the fairest test of them to himself and is not aided by having them pronounced. Then the list of the twenty different words thould be used as a spelling lesson and made a part of a permanent list, the words in which are not to be repeated in the future exercises of making a community vocabulary. Then, in turn, lists in other of the home departments, lists in all the industrial departments covering every phase of farm life, lists covering the vocabulary of the social, the civil or governmental, the religious, and the school life of the community should be made. Spelling may thus become a usable tool to the child.

The assignment may take another form and accomplish the same purpose. Suppose the teacher has it in mind to teach inductively the definition of synonym. He may write the following assignment on the board:

1. Farmer; grower; cultivator; agriculturalist; husbandman.
2. Pronounce these words.
3. Give the meaning of each.
4. Use one of these words in a sentence.
5. Substitute as many words as possible for this word in this sentence.

6. Upon what basis may these words be classified?

7. Think of a name or word that appropriately expresses words classified on such a basis.

8. State what is meant by such words.

Perhaps the following group of farm words could be used in the same way: Cultivate, till, prepare, work, manure, plow, dress, sow.

The teacher may ask the class to write and use in sentences the names of all parts of the reaping machine. Or the teacher may suggest the following list and ask the class to use the words properly in sentences: reaper, harvester, knife, finger, fingerbar, reel, platform, rake, dropper, binder, wire, twine, arm, gavel, sheaf, grain, bundle. The spelling work must be made to mean something. It may be taken out of the child's life and may be returned to him multiplied many fold in content and as a usable tool.

READING.

What is true of arithmetic and spelling is true of reading. The child's world must also furnish the basis of choice in reading. The end is to train the child to read understandingly, and, when he reads orally, so as to be understood. Really, this is the most essential of all tools that the school furnishes. There are two phases of reading which must be emphasized, each of which may be closely related to the life of the child on the farm. In the first place, the teacher may set it down as unqualifiedly true that the child can not be taught to read from a text-book. Natural expression can come only out of his own life. The child must furnish his own reading lesson out of the abundance of his own experience and he must tell it in his own way. If there is no estrangement between him and the teacher, if he feels that he has the full sympathy of the teacher, he may give the fullest, most natural expression to some childish experience, and when the teacher has written his story on the board may be made to realize that the language is the symbol of his actual experience. The assignment, then, must find its first subject matter in the child's world. Then, after the child has learned to read and has come into the realm of literature, the teacher should still make his choice of reading matter reflect the life of the child. The poetry of nature, and the prose of farm and field, should be chosen, in part, at least, because in these the child will find himself and will realize that his world is recognized. And

the country boy and girl possess the imagery with which to interpret Shakespeare, Wadsworth, Gray, Thompson, Burns, Bryant and Whittier. It is their

> "Knowledge never learned of schools,
> Of the wild bee's morning chase,
> Of the wild flower's time and place,
> Flight of fowl and habitude
> Of the tenants of the wood."

that makes it possible for them to appreciate the beauty of the masterpiece at its full value.

This poem of Whittier's is a good type of the material that should be used in the reading work of the country school. In assigning it the teacher should try to use the fullest experience of the children in its interpretation. Some such points as the following may be emphasized: Read the whole poem. What is the one large thought running through it? Do you think you do? Indicate the parts of the poem you have experienced. Classify each experience under the sense through which it came. Which experiences are most vividly portrayed? Through which sense did these come? Do you like the poem? Indicate the parts you like best. See if you can tell why you like these particular passages.

They say that farmers have no sense of the aesthetic; that they do not care for the daisy and the vine; that they consider them troublesome weeds. This certainly is not true. At least it ought not to be true because outdoor beauty may be counted as one of the chief assets of country life. When so much stress is placed upon the aesthetic phase of education it should be apparent that the rural school has a decided advantage over the city school in this respect. The child must always determine what his reading matter shall be, and the teacher must appeal to the child and not to the text for guidance. With the proper care in directing his reading the teacher can place in the child's hands the key that will unlock the door to the greatest treasures in the world.

GEOGRAPHY.

If the experience of the child in the country can furnish the material for the school work in arithmetic, spelling and reading, surely geography is a subject that permits no question to be raised. Here is the material of this subject at the very door of the school house in abundance. Hills and val-

leys, springs, brooks and rivers, capes, bays, peninsulas and islands, flora and fauna, the hand of nature and the hand of civilization, the open book of geography for him who can read. If the teacher has seen, the joy of making the children see awaits him. If he has not seen, all this wealth is a closed book and he might as well be teaching school in town.

This is the center of the child's world, and the work in geography should begin here instead of in some far-off place. The things close at hand should become a help in the interpretation of earth facts farther removed. The data at hand must suggest when to begin. Select the best types and make the assignment definite and exhaustive. Perhaps there is a good type of a spring at hand. Lead the pupils to see all the conditions present. See if they can formulate a spring theory. See if they think of other conditions than those present from which a spring might be formed? Perhaps the spring has no visible outlet. What then? The district or community may furnish other types of springs. If so, so much the better. Hunt them up with the children. The point is to have these earth facts teach a complete lesson, and the teacher should be sure that they do. It will take time. But if every child can be led to see the facts at hand and from them draw sound conclusions he will have begun to study, that is, to think. This is worth while. Indeed, one such lesson as this is worth more in his education than mechanically memorizing the whole text in geography would be. The teacher must be patient; he must get in the background and make haste slowly.

THE BEST TIME TO MAKE ASSIGNMENT.

Generally the assignment should be made at the beginning of the recitation so that sufficient time may be taken to make it clear and definite. Generally, too, it should be dictated to the class in definite terms, or should be written on the board.

Two large things such work as has just been suggested can accomplish: (1) It can give the boys and girls useful, usable tools for life. (2) It can make over the system of farming in a very short time.

The assignment should cover only so much as he is sure the class can do well. This is true of all subjects. The class, the conditions, the time, the place must determine just what the assignment should be in particular cases. The main characteristics that the assignment should possess were stated last month. Turn to those. The teacher should have worked out the next assignment before today's recitation.

OFFICIAL DEPARTMENT

State Board of Education

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EDWARD HYATT, Secretary of Board.....
.....Superintendent Public Instruction, Sacramento

Little Talks by the Way.

(Under this head Superintendent Hyatt will try to give some account of what he sees and hears and thinks in traveling about officially among the schools of California. It will be somewhat hasty and ill-digested, being jottings on the road. It will deal with personal experiences, and so may look egotistic. It will be subject to frequent change of opinion, and will seem inconsistent. It is done as a free and easy means of communication between the school people of the State and the central school office. If it provokes retort or comment, that will be printed, too, provided that it be brief and interesting.)

Interesting to Botanists.

Those of my flock who are interested in the plants of California may like to know that Professor H. M. Hall of the State University has just issued a fat volume on the Compositae of Southern California, issued from the University Press at Berkeley, price three dollars. The composite plants, the sunflowers, thistles, daisies and their ilk, are the most complex and difficult of all to study or to distinguish. So Mr. Hall's fine work will be useful and welcome. Moreover, we all will have a friendly feeling for it when we know that the author at the beginning of his career was for years a teacher in the rural and village schools of one of our southern counties; while there he accumulated a good deal of this botanical lore that is now a credit to the whole State.

* * *

A Breadth from Arkansas.

I have a bulletin from the State Superintendent of Arkansas to the teachers of the whole State, instructing them to

set apart a memorial day for General Robert E. Lee, and furnishing a complete program for the event. The following quotation will give an idea of it.

"The Arkansas Legislature in its wisdom has seen fit to set aside the 19th day of January as a date peculiarly appropriate for honoring that greatest of all American heroes and statesmen, Robert E. Lee.

"It is hoped that every teacher in the State will endeavor by some fitting exercise to pay due observance to this day, and the within program is suggested as indicating somewhat the character of exercise that may be held."

PROGRAM.

Invocation.
Welcome Address.
Declamation—Tribute to Lee.
Recitation—Sweet Home.
Declamation—Patriotism.
Recitation—The Southern Banner.
Declamation—The Southern Soldier.
Recitation—Around the Last Campfire.
Declamation—The Daughters of the Confederacy.
Song—Arkansas, My Arkansas.

Does it not strikingly show the liberality and large mindedness of this great nation when we see one of the states thus free to honor in public and signal way the memory of the greatest of the Confederate leaders?

* * *

Three Ambitious Teachers.

Three ambitious California teachers, Miss Anne Nicholson, Mr. Edwin Snyder and Miss Gertrude Rowell are enjoying a leave of absence doing higher work at the Teachers' College in New York City. Miss Rowell writes this cheerful and inspiring note:

"Mr. Snyder, Miss Nicholson and myself are enjoying our work and hope to profit by the leave of absence granted us; however, while we have seen and heard much that is good and helpful, we feel that our own Universities and schools are fully equal to what we find here, and in many ways think our own San Jose Normal in advance and better. We have been so pleased while here to hear the excellent reports all send of the progress and success of the work being accomplished.

"We Californians at Teachers' College send the best wishes for the New Year to you and the work we are so much interested in, in our home State."

* * *

Right Up To Date.

Duncan Stirling of Monterey County is the first County Superintendent to get an automobile for use in visiting his rural schools, so far as I know. He has a Ford runabout and is his own chauffeur. He sails around the hills and dales of Monterey County like a bird and can nearly double the amount of work he could do by driving a horse. I asked him how he would arrange it with his supervisors about his traveling expenses. He replied that he would get all the help he could from the supervisors and then stand the rest of it himself. I hope his supervisors are wise enough to rise to the occasion and appreciate a Superintendent who is up to date and can use modern methods for doing business. If the doctors and lawyers find it profitable to use an automobile, a County will find it a good investment for its School Superintendent, where celerity and frequent visits are so much to be desired. It costs three or four times as much to run an auto as a horse, so a niggardly policy will prevent a Superintendent from enlisting the help of this modern means of transportation. If it increases a Superintendent's efficiency, it is worth whatever it costs; and the children reap the benefit in future.

How times do change! Five years ago a superintendent who would ride up to a rural school in a honk wagon wouldn't get a vote in the district!

* * *

It is in the Air.

The State Association at Santa Cruz afforded another instance of a striking change in public opinion by the lapse of a few years. The keynote of the chief addresses was the necessity for relating our education closely to our practical life—for vocational subjects—for technical work—for trade schools—for "bread and butter studies." And the people who were publicly talking in this way were among the best school people we have—Professor Lange, for instance, and Dr. Hughes. It is all right, too. The necessity for earning an honest liv-

ing is the most universal and fundamental duty of the human race.

Yet any one who would have dared to speak such sentiments in public ten years ago would have been hissed. How ignoble, to bring the high aims of Education down to the level of dollars and cents!

* * *

Lickin' and Larnin'.

By and by I think we shall get back to corporal punishment, too. One of Professor Lange's epigrams was: "Every child has a natural and inalienable right to be spanked—spanked at the right time and by the right person." Inspector Hughes challenged this idea, but Dr. Lange stands by his guns.

Just after writing this paragraph I saw an item in the daily paper saying that in the schools of New York City a committee had been investigating this subject and that in consequence of that report corporal punishment would be restored in the public schools of Greater New York. It must be so, because it was in the paper. But for mine own part, I don't believe it will ever be restored in reputable schools except as the last occasional and desperate resort where everything else has failed. And the trouble about the Spanking is that the right person usually won't do it; or won't do it at the right time.

* * *

In Sorrow Rather Than Anger.

Speaking of Spanking reminds me that I had an experience in that line myself down at the State Association. It was meant for my own good and was inflicted with gravity and sorrow.

I met with a committee of Leading School Men who discussed the manner of conducting this department of the *Journal*.. They spoke their minds with great plainness. One said that the idea of putting in pictures, especially portraits, was very reprehensible; it bordered on vulgar sensationalism, and pandered to a low professional taste. Another thought my speaking about people personally, giving personal matters outside of strictly educational points, was horrid. Somebody remarked that it was manifestly improper to give a good paragraph or a portrait of one superintendent without doing the

same for all superintendents. One asked me significantly "When you see something rank at an Institute do you hold it up to scorn in the same way that you hold up a good thing for admiration?" One called my attention to the fact that my bragging on a few people and saying nothing about the many would everlastingly do me up if I ever wanted to be elected to anything. One remarked that speaking well of individuals could be construed as "log rolling" for political effect. And so on, in greater detail than I can reproduce. But not one syllable of approval for any point of plan or feature. Mind you, they did not intend to be unfriendly—I count them among my best friends in the State.

Well of course I put up the best face that I could—feebly tried to explain that I didn't mean things that way—and walked off with a swagger to show I didn't care a single solitary fig.

But, do you know, it left me with a most depressed and flattened out spirit. These paragraphs, poor and little as they are, cost a laborious man a good deal of effort. They must be done at a strain on the jiggling railroad train, or in waiting room or hotel lobby while weary with travel; or nights and mornings, with a mind intent on the troubles of the day; or stolen minutes amid the insistent calls of Tom, Dick or Harry. It would be much easier—and pleasanter—to stop than to go on.

* * *

But Look Here.

But here! I've not been writing these gems of thought for the Leading School Men—they are beyond my poor power to add or detract. I have been trying to talk to the rural teachers of this State—trying to speak in a free and friendly and and familiar way, trying to build up a lively medium of communication between the central school office and the actual teachers of the State. Not long-winded lectures, not formal pedagogic doctrines, but the lights and shades, the little school things grave and gay that happen within my ken, the gossipy chat that live teachers are apt to enjoy off duty, the real things that are really taking place in the real world and that are of live human interest. At an Institute, the County Superintendent is part of the show, and his picture (it seems to me), is of interest to the other superintendents and the school people of the State. So I always ask for his photograph; and during

my term I shall be in every County, so all are treated alike. I cannot brag on things I do not see nor on all the things I do see. I cannot be so ungracious as to personally attack the weak points of my hosts in this column after visiting an Institute; but must do it abstractly, a long time after, and impersonally. It goes without saying that hasty and scrappy work of this kind when put under a critical microscope will disclose many hidden beauties undreamed of by the author. That is true even of Shakespeare's plays. But if the spirit and intent of these little paragraphs have been seeming unfair, unworthy, reprehensible, log-rolling, even in the slightest degree, you who read this should have put me on my guard. I should have had a hundred letters about it, should have had a chance to spend my time in other ways.

* * *

Something to Ruminate.

Listening to an institute address by Richard G. Boone the other day, I was struck by this sentiment:- "It is what a human being *enjoys* that makes or ruins him. He who is happy only when external circumstances are in satisfactory condition is in a bad way."

Can we apply this philosophy when we get caught in a bad boarding place?

The women asserted themselves at the Santa Cruz Association. They complained that although they form seven tenths of the membership of the C. T. A. and furnish most of its funds they are never given proper place on the programs nor proper representation in its councils. They say that never but once has a woman lecturer been brought from the east; and that never is a California woman placed on the general program unless it be a singer or a musician. They point out the fact that there are women teachers in the State who can handle themselves as creditably as any of the men dare to —Mary Roberts Coolidge for instance, or Mary W. George. They point it out that Margaret Schallenberger is invited to go east this year and address the Superintendents' Convention of the N. E. A. at Washington, D. C., and that Bertha Chapman has been given a fine position by Chicago University. So the ladies had a caucus and nominated Dr. Peixotto of Berkeley for the Board of Directors and Mrs. George and Mrs.

Partridge for the Council of Education. These were overwhelmingly elected.

Now, I don't want to be a traitor to my glorious sex, but I have a sneaking notion that there is some ground for the women's complaint; and that a larger recognition on the programs and councils would be just and right. A good deal can be said on the other side, however, when women demand equal salaries with men. This gets down to an economic foundation; and society expects each of its men teachers to support a family on his salary. With few exceptions they do so—with difficulty, too. Many women support families, but that is the exception rather than the rule. In the large, men have a heavier financial burden to carry and are more fitted to the responsible executive work. Therefore society pays them more money. Many an aggravating and unjust exception to the above statements can be shown, but in the large, men must continue to get larger salaries than women.

* * *

Over in Nevada.

I visited the schools of a Nevada town last week and saw many interesting things. One of them was the oath that all teachers are required to make before opening school. It is printed here so that the belligerent ones among our 8000 women teachers will not go to Nevada, for they can't fight duels there whatever.

PUBLIC SCHOOL TEACHER'S OATH

I, ..., do solemnly swear that I will support, protect and defend the Constitution and Government of the State of Nevada, against all enemies, whether domestic or foreign, and that I will bear true faith, allegiance and loyalty to the same, any ordinance, resolution or law of any State convention or legislature to the contrary notwithstanding; and further, that I do this with a full determination, pledge and purpose, without any mental reservation or evasion whatsoever.. And I do further solemnly swear that I have not fought a duel, nor sent or accepted a challenge to fight a duel, nor been a second to either party, nor in any manner aided or assisted in such a duel, nor been knowingly the bearer of such a challenge, or acceptance, since the adoption of the Constitu-

tion of the State of Nevada, and that I will not be so engaged or concerned, directly or indirectly, in or about any such duel during my continuance in office. And further, that I will well and faithfully perform all the duties of the office of school teacher on which I am about to enter. So help me God.

State Text-Book Committee

This is a standing committee of three from the State Board of Education. It has charge of all matters relating to the State Text-Books. Its Secretary is George L. Sackett.

The Secretary will try to use this department to bring his work in closer touch with the teachers of the state by recording each month the details that seem to be of general interest.

At a meeting of the State Board of Education held January 1, 1908, the price of State Series Writing Books was fixed as follows:-

F. o. b. Sacramento, Cal.....6 cents each.
By mail .....8 cents each.
To pupils from dealers.....8 cents each.

Books One and Two were ready for delivery January 1, 1908, but Books Three, Four and Five will not be ready until about February 15, 1908.

The price of all books is uniform from One to Five, inclusive.

A Bulletin on Writing by Mr. Frank A. Kent, Stockton, California, Author of the "Movement Exercises" in the State Series Writing Books, will soon be issued from this office for use of Superintendents and County Boards of Education in preparing their courses of study in the subject of Writing.

The State Board of Education will be in session February 7th and 8th, 1908, to discuss matters pertaining to Geographies and Arithmetics. The contracts for the Grammar School and Introductory Geographies, and the Grammar School Arithmetic expire July 1, 1908.

Number of Books sold since their adoption as State Texts.

Grammar School History—105,114; Grammar School Geography—118,692; Grammar School Arithmetic—171,424; Introductory Geography—152,475; Introductory History—77,612; First Book in Arithmetic—112,602; Primer—108,344;

First Reader—98,590; Second Reader—102,205; Third Reader—106,594; Fourth Reader—93,905; English Lessons Book-One—128,096; English Lessons Book Two—96,298; Physiology and Hygiene—42,045; Speller Book-One—86,782; Speller Book-Two—13,094. Total number books sold—1,613,872.

A preliminary list of High School Text-Books is being prepared to send out to High Schools for comparison and correction, so that the official list, to be printed about March 1, 1908, may be complete and up-to-date.

State Board of Health.

The State Board of Health is the highest official authority upon the promotion of health and the eradication of disease in California. Its Secretary is Dr. N. K. Foster with offices in the state capitol. With the object of giving to the teachers of the state the best ideas and the latest investigations of this Board, Dr. Foster will prepare something of public interest under this heading each month.

Sewed Up for the Winter.

One of the progressive teachers of the State, one who believes in teaching the children things that will do them good all through their life instead of facts which would soon be acquired, if needed, but even sooner forgotten if not, tells of a child in her school in a condition of uncleanliness that was easily discovered by two, if not three, of our senses. Repeated admonition to clean up proved futile; all the talks on the danger to health of wearing clothing that was saturated with perspiration from the body laden with poison of broken down tissues, and the accumulated dirt of school and street, had no effect, and the dirt and odors increased. Something must be done, and the mother was sent for and came, and the situation was explained, the dangers expounded and directions given to take the child home and wash her. The mother's hands went up in holy horror, and in her broken English said, "No, no, she is all sewed up for the winter."

Funny? No, not a bit, but one of the most serious incidents I ever heard. Think of an active, growing child actually sewed up for the winter. The clothes, probably made of fragments from the worn-out garments of the elder members of the family, sewed around the little body so that washing is impossible.

As you are enjoying your bath, think of the hundreds of these children in school and out that are never taught the proper care of the body. It will be small use for a child to learn the composition of water who does not know the value of cleanliness. Better to teach the child the proper use of a toothbrush than that the word is a compound one.

A child brought up in a home where, whether from necessity, neglect or ignorance, no regard is paid to the habits of life and where personal and moral uncleanliness go hand in hand, can never make a first class citizen. Still, we have hundreds of such homes, and the evil influences emanating from them are a drain upon our resources and a menace to our civilization. These improper home influences must be overcome by stronger and better influences in the school. The teacher must, in a measure, take the place of the parent, and the school the home, in the formation of character and habits of mind and action. It is far more important that the child should be taught to think and do correctly, to know the simple laws of nature, those which relate to the daily life and care of the physical conditions and the penalty of their disobedience, than to learn to calculate in fractions.

There is no reason why they should not know both, but every observant teacher must know that an illy-nourished, dirty child is not so receptive as the clean and healthy one. A clean, clear cut mind may possibly exist in an habitually dirty body, but it is of rare occurrence, and while some of our most noted criminals are educated and refined, they have generally fallen by evil companionship or inordinate ambition for wealth. By far the greater amount of our crime comes from the unfortunate class, who in youth were deprived of proper care. They grew uncared for and uncaring, and in many of them their fall could be traced to poor physical conditions or defects.

I believe the day is soon here when every child in the schools will be regularly examined either by a doctor or a nurse, and all defects, even to being sewed up in dirty clothes, remedied, but until that time comes, the active, bright, thoughtful teacher can accomplish great good by teaching the child the proper habits of thought and action, and care of the person they fail to get at home.

Figures from the Statistician.

Statistics are live and vital things when we learn how to use them. Mr. Wood is the Statistician of the Department of Public Instruction. He sends out the blanks, documents and official publications, receives the reports of teachers and superintendents, makes estimates and apportionments of school moneys; and then collects and tabulates the facts and figures about all these things. He will try to present each month some points derived from his work that will be of general interest to school people.

State High School Fund.

SACRAMENTO, CAL., January 7, 1908.

To the State Controller,
Certain County Treasurers,
County School Superintendents, and
Trustees of Regularly Established High Schools:

GENTLEMEN: Having received from the State Controller the following communication relating to the amount of money in the hands of the State Treasurer now available for the support of High Schools that meet the requirements of an Act of the Legislature entitled "An Act creating a fund for the benefit and support of High Schools, and providing for its distribution":

REPORT OF STATE CONTROLLER.

OFFICE OF THE STATE CONTROLLER,
Sacramento, Cal., January 6, 1908.

Hon. Edward Hyatt, Supt. of Public Instruction,

SIR: Pursuant to law, I beg to inform you that at this time there is on hand to the credit of the State High School Fund, and subject to apportionment, the sum of seventy-eight thousand eight hundred ninety and twenty-three one-hundredths ($78,890.23) dollars.

In this connection I beg to inform you that a second settlement on first installment of taxes of 1907 will be demanded from County Treasurers, and following same a second apportionment of High School money will be possible—probably effective by March 5, 1908.

Yours very truly,
A. B. NYE, State Controller.
By D. A. MOULTON, Deputy.

I have, in pursuance of the terms and conditions of said Act, apportioned said money to High Schools in different counties of the State, as follows:

County	Name of School	Average Daily Attendance	Total Apportionment
ALAMEDA	Alameda	342	$998 52
	Berkeley	760	2,030 98
	Oakland	785	2,092 73
	Oakland Polytechnic	300	894 78
	Union No. 1	52	282 22
	Union No. 2	75	339 03
	Union No. 3	53	287 16
	Union No. 4	197	640 37
	Total	2,565	**$7,565 79**
AMADOR	Ione, Union	47	$269 87
	Total	47	**$269 87**
BUTTE	Chico	157	$541 57
	Gridley	48	272 34
	Oroville	58	297 04
	Total	263	**$1,110 95**
CALAVERAS	Bret Harte	27	$220 47
	Calaveras County	27	220 47
	Total	54	**$440 94**
COLUSA	Colusa	62	$306 92
	Pierce, Jt. Union	29	225 41
	Total	91	**$532 33**
CONTRA COSTA	Alhambr a	44	$262 46
	John Swett	43	259 99
	Liberty	26	218 00
	Mount Diablo	52	282 22
	Riverview	53	284 69
	Total	218	**$1,307 36**
DEL NORTE	Del Norte County	37	$245 17
	Total	37	**$339 03**
EL DORADO	El Dorado County	75	$339 03
	Total	75	**$339 03**
FRESNO	Clovis	44	$262 46
	Fowler	58	297 04
	Fresno	340	993 58
	Kingsburg, Jt.	21	205 65
	Laton	34	237 76
	Reedley, Jt.	39	250 11
	Sanger	57	294 57
	Selma	101	403 25
	Washington	49	274 81
	Total	743	**$3,219 23**
GLENN	Orland, Jt.	20	203 18
	Glenn County	41	255 05
	Total	61	**$458 23**
HUMBOLDT	Arcata	49	$274 81
	Eureka	197	640 37
	Ferndale	49	274 81
	Fortuna	45	264 93
	Total	340	**$1,454 92**

County	Name of School	Daily Average Attendance	Apportionment Total
INYO	Bishop	25	$215 53
	Total	25	**$215 53**
KERN	Kern County	156	$539 10
	Total	156	**$539 10**
KINGS	Hanford Union	171	$576 15
	Lemoore, Jt.	41	255 05
	Total	212	**$831 20**
LAKE	Clear Lake	68	$321 74
	Total	68	**$321 74**
LASSEN	Lassen County	56	$292 10
	Total	56	**$292 10**
LOS ANGELES	Alhambra	62	$306 92
	Bonita	50	277 28
	Citrus	72	331 62
	Compton	102	405 72
	Covina	73	334 09
	El Monte	41	255 05
	Excelsior	27	220 47
	Glendale	75	339 03
	Hollywood	147	516 87
	Inglewood	22	208 12
	Long Beach	332	973 82
	Los Angeles	1,363	3,520 39
	Los Angeles (Jewell)	38	247 64
	Los Angeles (Polytechnic)	1,402	3,616 72
	Los Nietos	66	361 80
	Monrovia	97	393 37
	Pasadena	570	1,561 68
	Pomona	214	682 36
	Redondo	26	218 00
	San Fernando	37	245 17
	San Pedro	47	269 87
	Santa Monica	137	492 17
	South Pasadena	62	306 92
	Whittier	183	605 79
	Wilmington (11)	Below legal limit for appor'm't.	
	Total	5,245	**$16,645 87**
MADERA	Madera	50	$277 28
	Total	50	**$277 28**
MARIN	San Rafael	130	$474 88
	Total	130	**$474 88**
MENDOCINO	Fort Bragg	39	$250 11
	Mendocino	40	252 58
	Point Arena (14)	Below legal limit for apport'm't.	
	Round Valley	21	205 65
	Ukiah	122	455 12
	Willits	30	227 88
	Total	252	**$1,391 34**
MERCED	Merced	95	$388 43
	West Side	40	252 58
	Total	135	**$641 01**
MODOC	Modoc	32	$232 82
	Surprise Valley	51	279 75
	Total	83	**$512 57**

County	Name of School	Daily Average Attendance	Apportionment Total
MONTEREY	Monterey	39	$250 11
	Pacific Grove	54	287 16
	Salinas City	118	445 24
	Total	211	**$982 51**
NAPA	Napa	99	$398 31
	St. Helena	35	240 23
	Total	134	**$638 54**
NEVADA	Grass Valley	81	$353 85
	Meadow Lake	20	203 18
	Nevada City	74	336 56
	Total	175	**$893 59**
ORANGE	Anaheim	71	$329 15
	Fullerton	80	351 38
	Huntington Beach	27	220 47
	Orange	120	450 18
	Santa Ana	289	867 61
	Total	587	**$2,218 79**
PLACER	Placer	111	$427 95
	Total	111	**$427 95**
RIVERSIDE	Banning	24	$213 06
	Corona	61	304 45
	Elsinore (16)	Below legal limit for appor'm't.	
	Hemet	46	267 40
	Perris (18)	Below legal limit for appor'm't.	
	Riverside	317	936 77
	San Jacinto	22	208 12
	Total	470	**$1,929 80**
SACRAMENTO	Elk Grove	33	$235 29
	Sacramento	385	1,104 73
	Total	418	**$1,340 02**
SAN BENITO	San Benito	85	$363 73
	Total	85	**$363 73**
SAN BERNARDINO	Chino	28	$222 94
	Colton	90	376 08
	Needles (16)	Below legal limit for appor'm't.	
	Ontario	110	425 48
	Redlands	319	941 71
	San Bernardino City	200	647 78
	Total	747	**$2,613 99**
SAN DIEGO	Cuyamaca (15)	Below legal limit for appor'm't.	
	El Cajon	25	$215 53
	Escondido	71	329 15
	Fallbrook	27	220 47
	Imperial Valley	23	210 54
	National City	27	220 47
	Oceanside (new)	18	198 24
	Ramona (13)	Below legal limit for appor'm't.	
	San Diego	416	1,181 30
	Total	607	**$2,575 75**
SAN FRANCISCO	Commercial	404	$1,151 66
	Girls'	401	1,144 25
	Lowell	579	1,583 91
	Mission	240	746 58
	Polytechnic	138	494 64
	Total	1,762	**$5,121 04**

County	Name of School	Average Daily Attendance	Total Apportionment
SAN JOAQUIN	Lodi	78	$346 44
	Stockton	340	993 58
	Total	418	**$1,340 02**
SAN LUIS OBISPO	Arroyo Grande	43	$259 99
	Paso Robles	63	309 39
	San Luis Obispo	61	304 45
	Total	167	**$873 83**
SAN MATEO	San Mateo	56	$292.10
	Sequoia	69	324 21
	Total	125	**$616 31**
SANTA BARBARA	Lompoc	33	$235 29
	Santa Barbara	234	731 76
	Santa Maria	93	383 49
	Santa Ynez (15)	Below legal limit for appor'm't.	
	Total	360	**$1,350 54**
SANTA CLARA	Campbell	86	$366 20
	Gilroy	73	334 09
	Live Oak	32	232 82
	Los Gatos	70	326 68
	Mountain View	56	292 10
	Palo Alto	180	598 38
	Santa Clara	163	556 39
	San Jose	571	1,564 15
	Total	1,231	**$4,270 81**
SANTA CRUZ	Boulder Creek	26	$218 00
	Santa Cruz	194	632 96
	Watsonville	126	465 00
	Total	346	**$1,315 96**
SHASTA	Shasta County	113	$432 89
	Total	113	**$432 89**
SISKIYOU	Etna	35	$240 23
	Siskiyou	63	309 39
	Total	98	**$549 62**
SOLANO	Armijo	67	$319 27
	Benicia	34	237 76
	Dixon	43	259 99
	Vacaville	61	304 45
	Vallejo	96	390 90
	Total	301	**$1,512 37**
SONOMA	Cloverdale	23	$210 59
	Healdsburg	82	356 32
	Petaluma	113	432 89
	Santa Rosa	221	699 65
	Sonoma Valley	34	237 76
	Total	473	**$1,937 21**
STANISLAUS	Modesto	93	$383 49
	Oakdale	28	222 94
	Orestimba (new)	16	193 30
	Turlock (new)	19	200 71
	Total	156	**$1,000 44**
SUTTER	Sutter City	33	$235 29
	Total	33	**$235 29**

County	Name of School	Average Daily Attendance	Total Apportionment
TEHAMA	Corning	50	$277 28
	Red Bluff	93	383 49
	Total	143	**$660 77**
TULARE	Dinuba	72	$331 62
	Porterville	81	353 85
	Tulare	129	472 41
	Visalia	135	487 23
	Total	417	**$1,645 11**
TUOLUMNE	Tuolumne County	48	$272 34
	Total	48	**$272 34**
VENTURA	Oxnard	57	$294 57
	Santa Paula	91	378 55
	Ventura	130	474 88
	Total	278	**$1,148 00**
YOLO	Esparto	33	$235 29
	Winters, Joint	44	262 46
	Woodland	124	460 06
	Total	201	**$957 81**
YUBA	Marysville	88	$371 14
	Total	88	**$371 14**

Total number of High Schools entitled to receive State aid June 30, 1907	171
Total average daily attendance in such schools	21,209
Rate per school on the one-third basis	$153 78
Rate per child on average daily attendance	$2 47
Amount apportioned on one-third or school basis	$26,296 38
Amount apportioned on attendance basis	$52,386 23
Total amount apportioned	$78,682 61
Balance on hand unapportioned	$207 62

Note.—The Controller states that the remainder of the first payment of taxes should be paid into the State Treasury by March 5, 1908. Immediately on receiving this report, this office will apportion the remaining High School Fund to the several schools. The second installment of taxes is not delinquent till the last Monday in April. The regular time for apportioning this part of the tax is about the tenth of July.

EDWARD HYATT,
Superintendent of Public Instruction.

APPORTIONMENT OF STATE SCHOOL FUND.

Office of
Superintendent of Public Instruction,
State of California.

SACRAMENTO, January 11, 1908.

To the State Controller, County School Superintendents, County Auditors, and County Treasurers:

GENTLEMEN: Having received a report from the State Controller (see next page) showing that there is in the State Treasury at this date one million four hundred ninety-two thousand one hundred sixteen and forty-six one-hundredths ($1,492,116.46) Dollars of State school money subject to apportionment, I have this day distributed the same to the several counties of the State, as follows:

Alameda	715.00	$132,904 20
Alpine	3,00	557 64
Amador	57.30	10,650 92
Butte	122.11	22,697 81
Calaveras	70.00	13,011 60
Colusa	45.91	8,533 75
Contra Costa	110.00	20,446 80
Del Norte	19.00	3,531 72
El Dorado	64.68	12,022 72
Fresno	251.71	46,787 86
Glenn	40.91	7,604 35
Humboldt	167.00	31,041 96
Inyo	23.00	4,275 24
Kern	103.00	19,145 64
Kings	48.81	9,072 80
Lake	45.27	8,414 79
Lassen	35.00	6,505 80
Los Angeles	1,226.76	228,030 15
Madera	42.07	7,819 97
Marin	84.15	15,641 80
Mariposa	27.36	5,085 68
Mendocino	155.28	28,863 45
Merced	76.71	14,258 85
Modoc	41.00	7,621 08
Mono	11.00	2,044 68
Monterey	127.25	23,653 23
Napa	77.42	14,390 83
Nevada	77.00	14,312 76
Orange	117.55	21,850 19
Placer	75.61	14,054 39
Plumas	28.00	5,204 64
Riverside	117.92	21,918 97
Sacramento	183.56	34,120 13
San Benito	49.39	9,180 61
San Bernardino	169.26	31,462 05
San Diego	229.82	42,718 94
San Francisco	1,107.00	205,769 16
San Joaquin	165.71	30,802 18
San Luis Obispo	124.00	23,049 12
San Mateo	78.17	14,530 24
Santa Barbara	107.37	19,957 94
Santa Clara	284.70	52,920 04
Santa Cruz	115.49	21,467 28
Shasta	127.00	23,606 76
Sierra	22.00	4,089 36
Siskiyou	105.00	19,517 40
Solano	102.65	19,080 58
Sonoma	219.57	40,813 67

Stanislaus	78.88	14,662 21
Sutter	40.00	7,435 20
Tehama	78.12	14,520 95
Trinity	25.00	4,647 00
Tulare	150.72	28,015 83
Tuolumne	54.00	10,037 52
Ventura	79.32	14,744 00
Yolo	70.27	13,061 79
Yuba	53.22	9,892 53
Totals	8,027.00	$1,492,058 76

Total number of teachers determined on census of school districts June, 1907	8,027
Rate per teacher	$185 88
Total amount apportioned	$1,492,058 76
Balance unapportioned	$57 70

It will be noted that owing to the extension of the time for paying taxes this apportionment is but slightly over one-half of the amount apportioned this time last year. The Controller states that another apportionment may be expected about the fifth to the tenth of March. This next apportionment will complete the amount due on first payment of taxes. The second payment of taxes will be delinquent on the last Monday in April, and the school money arising from this payment will be reported to this office on the first Monday of July.

EDWARD HYATT,
Superintendent of Public Instruction.

REPORT OF STATE CONTROLLER.

OFFICE OF STATE CONTROLLER,
Sacramento, Cal., January 6, 1908.

Hon. Edward E. Hyatt,
Superintendent of Public Instruction, Sacramento, Cal.,

SIR: In compliance with the law, I beg to submit the following report: The securities held in trust by the State Treasurer for the support of Common Schools consist of bonds of the State of California, aggregating one million seven hundred twenty-six thousand five hundred ($1,726,500) dollars, together with bonds of the various counties of this State, amounting to two million one hundred twenty-five thousand three hundred fifty ($2,125,350) dollars, and bonds of various municipalities of this State, amounting to one million four hundred sixty-two thousand two hundred ($1,462,200) dollars, and described in detail as follows:

Total amount Bonds of all classes.....$5,314,050

State Bonds.

State Funded Debt Bonds of 1873—six per cent	$1,526,500 00
San Francisco Depot Bonds—four per cent	200,000 00
	$1,726,500 00

County Bonds.

Alameda County (Oakland School District) Bonds—four per cent	296,000 00
Glenn County Bonds—four and one-half per cent	11,000 00
Humboldt County Bonds—seven per cent	10,000 00
Kern County Bonds—four and one-half per cent	235,000 00
Lake County Bonds—five per cent	37,000 00
Los Angeles County Bonds—five per cent	57,000 00
Los Angeles County (Pomona High School) Bonds—four per cent	50,000 00
Los Angeles County (Pasadena City School District) Bonds—four per cent	44,000 00
Marin County Bonds—four per cent	86,000 00
Mendocino County Bonds—four per cent	80,000 00
Merced County Bonds—four per cent	43,000 00
Monterey County Bonds—four per cent	92,000 00
Placer County Bonds—five per cent	7,000 00
Riverside County Bonds—four per cent	150,000 00
Sacramento County Bonds—four per cent	13,000 00
Sacramento County Bonds—four and one-half per cent	208,000 00
San Bernardino County (Redlands, Lugonia, and Crafton High School) Bonds—five per cent	60,000 00
San Diego County Bonds—five per cent	12,300 00
San Francisco City and County School Bonds—three and one-half per cent	89,800 00
San Joaquin County Bonds—five per cent	17,000 00
Santa Clara County (San Jose School District) Bonds—four per cent	225,000 00
Santa Clara County (San Jose High School District) Bonds—four per cent	175,000 00
Sonoma County (Healdsburg School District) Bonds—four per cent	31,500 00
Stanislaus County (Oakdale Union High School) Bonds—five per cent	19,500 00
Tulare County (Porterville High School) Bonds—five per cent	21,250 00
Fresno County (Roeding School District) Bonds—five per cent	10,000 00
San Benito County Bonds—four and one-half per cent	45,000 00
	$2,125,350 00

Municipal Bonds.

Antioch Town Water Works Bonds—five per cent	24,400 00
Bakersfield City (Improvement) Bonds—four per cent	29,000 00
Bishop Town Improvement Bonds—six per cent	39,600 00
Long Beach City (Pier) Bonds—five per cent	90,000 00
Los Angeles City School Bonds—three and three-fourths per cent	432,000 00
Mountain View Town Bonds—four and one-half per cent	25,900 00
Napa City Bonds—four per cent	30,800 00
Sacramento City (Levee and Sewer) Bonds—four per cent	155,000 00
San Buenaventura City Bonds—five per cent	13,000 00
Yreka Town (Water Works) Bonds—five per cent	37,500 00
Pomona City (Park and School) Bonds—four per cent	54,000 00
Santa Clara Town (Water, Light, Power Works) Bonds—four and one-half per cent	21,000 00
Los Angeles City (Water Works) Bonds—four per cent	510,000 00
Total	$1,462,200 00

The amount of money in State Treasury to the credit of the State School Fund, subject to apportionment, is as follows:

Amount unapportioned July 5, 1907		$ 1,804 68
Amount received from property tax		756,272 47
Amount received from property tax on roads		129 75
Amount received from poll tax		400,838 73
Amount received from inheritance tax		250,000 00
Amount received from interest on bonds		67,146 27
Amount received from interest on school lands		16,122 50
Total		$1,492,314 40
Less amount paid on restitution of interest on school lands not property of State	$153 79	
Less amount paid for annulment of certificates of purchase	44 15	
		197 94
Net amount subject to apportionment		$1,492,116 46

I beg to inform you that a second settlement on first installment of taxes of 1907 will be demanded from County Treasurers, and following same a second apportionment of school money will be possible—probably effective by March 5, 1908.

Very truly yours,

(SEAL) A. B. NYE, State Controller.

By D. A. MOULTON, Deputy.

On November 22nd, ground was broken for the new building of the Anna S. C. Blake Manual Training School, at Santa Barbara. Most appropriately, Miss Edna A. Rich, who has so long been identified with this branch of the educational work of this State, was chosen to perform the ceremony of turning the first spade-full of earth. Miss Rich is also the real designer of the building, as the finished plans are the practical completion of sketches made by her. The new building occupies the same site as the bungalow which has been its home; but it is a large and handsome frame structure, of two stories, 60x100 feet, and containing six large and six small class rooms. The equipment of the various departments has been furnished by different private individuals of Sanat Barbara. Miss Rich is the principal of the school.

* * *

When from forty to sixty pupils are allotted to a single teacher with no assistant, there is no opportunity for individual instruction. The whole group must move on together, and it is inevitable that the brighter pupils should be sacrificed to the duller, which is the most wasteful thing a school can do.

—*Pres. Chas. W. Eliot.*

Life Diplomas and Documents Granted by the Board of Education on January 1, 1908.

GRAMMAR SCHOOL LIFE DIPLOMAS.

Allen, Hannah Yonker, Kern; Allen, Vetora Esther, Lake; Asmussen, Emma, Nevada; Barry, Ella M., Solano; Barnett, Minnie W., Tulare; Bartell, Nora Alma, Shasta; Bartholomew, Grace, Los Angeles; Behrens, Edna, M., Shasta; Bell, Z. Edith, Los Angeles; Benedict, Sara M., San Joaquin; Bergholz, Leah Aurora Fiske, Los Angeles; Black, Emma M., Los Angeles; Blackmore, Ella, Sierra; Boehme, Emma C., Yuba; Boening, Rose M., San Bernardino; Breese, Julia, Alameda; Brown, Alice Mary, Monterey; Burns, Bertha O., Sutter; Burns, I. LeRoy, Sutter; Bush, Bessie, San Bernardino; Christian, Lena Helen, Los Angeles; Christensen, Serena P., Orange; Clark, Minnie, Shasta; Clausen, Margaret, Alameda; Cook, Ada M., Santa Barbara; Cooney, Agnes Clara, Santa Cruz; Connor, Frank, Del Norte; Considine, Ellen Carroll, Sacramento; Cooper, Mrs. Herbert, Nevada; Cox, Alice G., Mendocino; Cramer, Maude L., Los Angeles; Croughwell, Mary V., San Francisco; Curley, M. E. Humboldt; Dias, Alice B., Alameda; Dickson, Agnes Elvie, Solano; Dietz, Florence J., San Joaquin; Dimon, Julia Lucile, San Bernardino; Donnelly, Harry, Nevada; Dunkley, L. P., Trinity; Duvall, Laura, Napa; Dwire, Carrie Evangeline, Los Angeles; Dwire, Julia Harrison, Los Angeles; Earl, Claude E., Ventura; Eastman, William Hazen, Alameda; Fanning, Frank F., Los Angeles; Flowers, M., Shasta; Foster, Mary M., Los Angeles; Gallagher, Evelyn, Alameda; Ganahl, Antoinette, Los Angeles; Gray, Grace Elizabeth, Mendocino; Greene, Bonnie Cordelia, Los Angeles; Guldager, Nellie S., Santa Barbara; Gunn, Elsie Harriet, Alameda; Gunning, Alma E., Los Angeles; Hallock, Anna K., Los Angeles; Hardy, Mrs. Pearl, Shasta; Heard, Mabel M., Calaveras; Hendry, Harriet A., Los Angeles; Heusted, Ida M., Santa Barbara; Hoffman, Ruth Crocker, Riverside; Hopper, Paul J., Lassen; Hottman, Annie L., Butte; Howard, Maud E., Ventura; Hudson, M. Louise, Santa Barbara; Hufford, Clara, Shasta; Hulsman, Louise J., Lassen; Ingels, Mrs. Amy Zoellin, San Benito; Irwin, Kathryn, Contra Costa; Johnson, Grace Gertrude, Los Angeles; Johnson, Rosalind B., San Benito; Johnson, Sarah E., Kern; Kelleher, James, Sonoma; Kelton, Genevieve, Mendocino; Kerns, Alma, Los Angeles; Kerns, Fannie M., Los Angeles; Kingsbury, J. May, Shasta; Kirby, Winnie I., Monterey; Kirch, Helen T., Fresno; Kirk, Nora Price, San Bernardino; Knapp, S. Edith, Orange; Knopf, Annie Sibyl; San Bernardino; Lamb, Geneva Russell, Mendocino; Lark, Cecelia C., Santa Clara; Leisenring, Sara B., San Diego; Lemmon, Edythe, Butte; Lewis, Jessie Miles, Los Angeles; Lietzau, Cora C., Los Angeles; Love, Martha Almyra, Calaveras; Lyng, Mary Ella, Santa Clara; Macway, Lola Jean, Contra Costa; Main, Lulu E., Riverside; Mankins, Lydia R., Mendocino; Mark, Florence Griest, San Diego; Matthewson, Helen Elliott, Los Angeles; Maxson, I. G., Fresno; Maxwell, Margaret M., Los Angeles; Meacham, Mamie Louise, Santa Barbara; McKinney, L. Bessie, Solano; McCauley, Mrs. Rose, Calaveras; McCoy, Mena Wickman, Butte; McDougall, Tena, Los Angeles; McIntosh, Eva Quigley, Plumas; McMahan, Mary Love, Los Angeles; McMahon, Nelle, Plumas; McMillen, Mrs. Bertha, Yuba; Miner, Annie E., Humboldt; Mitchel, Blanche I., Fresno; Morris, Emily A., Humboldt; Morris, Clara Emmons, Humboldt; Morrow, Hattie Lorena, Los Angeles; Murphy, May Belle, Santa Clara; Munro, Cora E., Los Angeles; Nedrow, Jesse D. Shasta; Neibel,

Etta Velida, Los Angeles; Neukom, Emily, Contra Costa; Nolan, Edith Richelieu, Sonoma; O'Connor, Martha H., Nevada; Osborne, Cecile E., Fresno; Owings, Jennie Gillespie, Los Angeles; Patton, Ellen M., San Joaquin; Patton, Marie Van Deinse, Los Angeles; Parkman, Jessie A., Santa Clara; Peters, Emilie A., Los Angeles; Peterson, May Day, Sierra; Pettis, Maud M., Santa Barbara; Plaskett, May, Sutter; Plummer, Mabel, Nevada; Porter, Annette, Los Angeles; Porter, Hallie B., Alameda; Porter, M. Burney, Los Angeles; Power, Nellie M., Humboldt; Quilty, Harriet Eleanor, Santa Clara; Reardon, Mary Elizabeth, Fresno; Redmond, Mamie J., Los Angeles; Redmond, Ella M., Alameda; Rice, Jenne Wethern, San Bernardino; Rogers, Alice M., Alameda; Rogers, Cora, Tulare; Rose, Mae, Santa Cruz; Ruddock, Mrs. Gussie Elder, Mendocino; Ryan, Josephine Louise Cooney, Santa Cruz; Sayre, Maud M., Lake; Schofield, Harriet, Santa Cruz; Seaman, Emily, Nevada; Shafer, Jeanette F., Sierra; Simonds, Evelyn F., Mendocino; Skinner, Annabel, Alameda; Spinks, Annie, Humboldt; Smith, Grant, Los Angeles; Smith, Lulu M., Mendocino; Snider, Mattie E., Merced; Stephens, Madge, Los Angeles; Stevens, Roxana, Los Angeles; Stewart, Mary E., Sonoma; Stilson, Lorain, Los Angeles; Stockwell, Julia Winifred, Contra Costa; Stuart, Isabella, Sonoma; Sutton, Evelyn G., Los Angeles; Swett, Edith Frigett, Kern; Thiebaud, Rodolph Lamson, Tulare; Thompson, Mary C., Los Angeles; Tully, Alice J., Sonoma; Turner, Nellie, Fresno; Turner, Grace M., Los Angeles; Twiss, Clara, Los Angeles; Uphoff, Jeanette, Nevada; Uphoff, Mathilde, Nevada; Van Dervort, Claribel, San Bernardino; Vervalin, Vida May, Alameda; Vishoot, Ilma S., Santa Clara; Wagner, Daisy Arvilla, Fresno; Wagner, Nettie E., Fresno; Wagoner, Eliza, Shasta; Walton, Estella Margaret, Butte; Ward, Matthew, Contra Costa; Warren, William M., Los Angeles; Wayland, Jessica Smith, Santa Clara; Willey, Emma Watkins, Santa Clara; Williams, Margaret, Kern; Willis, Elberta M., Los Angeles; Williams, Irene Josephine, Ventura; Wilson, Emma H., Los Angeles; Wilson, Mrs. M. B. M., Solano; Winter, William S., San Bernardino; Willis, Minnie C., Calaveras; Witham, Margaret M., Sonoma; Withrew, Ada V. Rucker, San Luis Obispo; Witte, Alice Marchant, San Joaquin; White, Emily F., Los Angeles; Zastrow, Charlotta S., Los Angeles.

HIGH SCHOOL LIFE DIPLOMAS.

Ballaseyus, Franz A., Tehama; Carter, Frances V., Alameda; Carver, Laura Marion, Los Angeles; Crandall, W. G., Kern; De Fremery, Grace H., Tulare; Durward, Arthur, Los Angeles; Dyer, Susie Louise, Alameda; Farrington, Efner A., Los Angeles; Fraisher, Robert L., Los Angeles; Howard, Frank Evans, Tulare; Kelly, Mary Ellida, San Francisco; Kerr, Charles I., Santa Clara; Kittredge, Herbert, Contra Costa; Locke, Charles Edwin, Los Angeles; Lunny, Sara Louise, Contra Costa; MacDonald, William Rector, Placer; Martin, Dora L., Yuba; Nath, Dorothea, Los Angeles; Parker, Ellen Merle, Los Angeles; Peirson, Mabel Burnham, Los Angeles; Pettit, W. W., Santa Clara; Rice, Mary Eliza, Los Angeles; Saffold, Ray P., San Francisco; Snell, Fanny Eliza, Los Angeles; Way, Alvah B., Sonoma; Wheat, Albert C., Los Angeles; Wheeler, Richmond, Monterey; Williams, Herbert Oswald, San Bernardino; Wolfenbarger, Frances B., Lake; Wolfenden, Katharine, Tulare; Wood, Elsie M., Solano.

SPECIAL LIFE DIPLOMAS.

Longenecker, Harry E., Alameda; Pirdy, Adelbert J., Los Angeles.

KINDERGARTEN—PRIMARY LIFE DIPLOMAS.

Demmon, Adelaide E., Los Angeles; Dietrich, Florence A., Los Angeles; Flentjen, Auguste C., Los Angeles; Flentjen, Anna E., Los Angeles; Greenwood, Barbara A., Los Angeles; Holmes, Louise M., Los Angeles; James, Mary K., Los Angeles; Kerr, Gertrude Livingston, Los Angeles.

NEW ISSUE LIFE DIPLOMAS.

Dewitt, Zora, San Francisco; Hall, Henry C., San Francisco; Lipowitz, Maximilian, Del Norte; Shuffleton, Hugh H., Shasta; Wright, John E., Los Angeles.

UNIVERSITY DOCUMENTS.

Barton, George C., Shasta; De Yo, Lou Irene, Tehama; Fish, Lucia Hester, Contra Costa; Foster, Kate B., Alameda; Henderson, Gertrude, Los Angeles; Hudson, Florence T., Alameda; McLean, Sarah Florence, Los Angeles; McQuiddy, Inez, San Diego; Moore, Beatrice Hagmayer, Sonoma; Nicolson, Anna, Alameda; Reid, Gertrude Viola, San Bernardino; Ross, Mart, Los Angeles; Schaeffer, Lucy R., San Diego; Scott, Lulu Isabelle, Tulare; Solomon, Edward, Orange; Wolcott, Sarah Agnes, Los Angeles.

NORMAL DOCUMENTS.

Allen, Mary C., Los Angeles; Anderson, Victor B., Los Angeles; Baker, Ina, Contra Costa; Bigham, Leonard O., Tulare; Chenoweth, Lawrence E., Kern; Fisher, Elma R., Merced; Frye, Joseph C., Santa Clara; Gunnuldson, Eva R., Placer; Johnson, Grace, Los Angeles; Matlock, Jas. T., Jr., Shasta; Matthis, Sue Goodrich, San Luis Obispo; McGuire, Doretha, Santa Barbara; McMinn, Carlotta Elizabeth, San Francisco; Munro, Loretta Catherine, Santa Barbara Ott, Gertrude, Los Angeles; Parker, Elenora Alice, Orange; Patterson, Pearl Emeline, Los Angeles; Phillis, Ethel Dorothy, Los Angeles; Price, Susie Verne, Yolo; Sharp, Robert G., Los Angeles; Simonds, Evelyn F., Mendocino; Streeter, Lilian B., Mendocino; Thomas, Cora E., Sonoma; Tompkins, Violet Mina, Alameda; Van Wormer, Josephine E., Sonoma; Vegely, Etta Glines, Orange; Vishoot, Ilma, S., Santa Clara; Williams, Alice E., Siskiyou; Williams, Mabel C., Santa Clara; Wilson, Emma H., Los Angeles; Wolcott, Ada May, Shasta; Wood, Mrs. Harriete E., Alameda; Westerman, Dora Henley, Mendocino; Zumwalt, Goldie V., Los Angeles.

PUBLISHER'S NOTICE.

Rand, McNally & Company ask the attention of California teachers to **Literary Readings,** by Charles M. Curry. The book deals with **whole pieces** of literature. It is intended for seventh and eighth grades, and is having a remarkable success in the East. 496 pages. 75 cents the copy.

Teachers who want a supplementary history for the upper grades, including the sixth, should know about **Mace's School History of the United States.** An altogether charming and helpful book, and lavishly illustrated with pen drawings, stipple maps and full-page maps in color. 561 pages. $1.00 the copy.

Walter J. Kenyon, Alameda, State Manager Educational Dept.

Cunningham, Curtiss & Welsh, Depository, San Francisco and Los Angeles.

Western School News.

Meetings.

The California Teachers' Association will meet at San Jose December, 1908. Fred S. Moore, Alameda, President.

Northern California Teachers' Association, Marysville; F. E. Freeman, Yuba City, Cal., Pres.

Southern California Teachers' Association will meet December, 1908, at Los Angeles. Duncan Mackinnon, San Diego, President.

National Educational Association, Cleveland, Ohio; E. G. Cooley, President, Chicago; Irwin Shepard, Secretary, Winona, Minn.

NOTES

There are two hundred and seventy-five pupils in the Santa Rosa High School.

The order of the Board of Education of Berkeley which makes women ineligible to principalships in the classic town has aroused "Brain Storm" of protestations from Women's Clubs.

News Notes of California Libraries for January is devoted to art and music in California. It is the most complete directory of the subject in existence.

Robert Furlong, formerly Secretary of the State Text-Book Committee is now a successful real estate man in the town of San Rafael.

J. W. Ferguson has been appointed supervisor of night schools in the city of San Francisco, Cal.

Dr. Leroy Anderson, formerly President of the California Polytechnic School at San Luis Obispo, was given a farewell reception on leaving to assume the duties as director of the University of California Farm.

Supt. A. H. Adrian delivered the address to the graduating class at the Chico State Normal School Friday evening, January 24th.

Supt. E. G. Cooley, President of the N. E. A., is visiting friends Southern California at Pasadena.

Prof. W. R. Carpenter, Superintendent of Orange County, gave a very valuable address on school affairs to the "Talk It Over Club."

Prof. Reiber has been appointed Dean of the University of California Summer School for 1908.

Dr. C. C. Van Liew has emphasized the need of a new building for the training school in his report to the Trustees of the State Normal.

Superintendent Hyatt addressed the teachers of their county institute recently. This was Mr. Hyatt's first visit to Riverside County since leaving to assume the duties of his present office, and his appearance before the institute was received with an ovation such as is seldom accorded a teacher by his fellow-workers.

H. A. Adrian, Superintendent of city schools of Santa Barbara, in a recent interview said: "The manual training department for the public schools in Santa Barbara. It is the only city in the State that has developed manual training to any great extent and the department is a pronounced success. Two buildings are devoted to the work and all the children in the third, fourth, fifth, sixth, seventh and eighth grades are required to do from one to two hours' work each week in the department. Even students in the high school may take the training, but they are not required to do so.

"The training consists of work in wood, metal, carving, sewing and housekeeping. In the Lincoln School, where 325 pupils attend and are almost all of Spanish-Mexican families, manual training has reached the greatest degree of development. The pupils make anything that suits their fancy, but they must first submit a diagram of the proposed article to the teacher before they undertake the work. All the material must be furnished at the least possible cost. Baskets, rugs, boats, bookcases, cabinets, and a great number of useful articles are made. The city has expended less than $100 in the last two years for equipment and tools. In addition to the course in manufacturing articles there is a course in mending. Anything about the house made of wood, iron, crockery or cloth is mended by the pupils and in all cases the work is neatly done. Santa Barbara is proceeding on the line of fitting the education to the child and not fitting the child to the education.

J. D. Sweeney addressed the High School pupils at Red Bluff on January 16th on the "Teaching Profession." It was a very valuable address and was printed in full in the Red Bluff News.

Professor Edward T. Pierce and wife of Los Angeles will soon start on a tour of Europe, and State Superintendent of Public Instruction Hyatt has prepared for him credentials that will permit him to study in various European schools of learning. It is quite an elaborate and gaudy affair, one intended to impress foreign officials with the importance of Professor Pierce's mission.

The U. S. Bureau of Commerce and Labor are sending out a fine chart of the International Metric System. Teachers interested should address the department for a copy. It will be furnished free.

R. G. Boone, J. W. McClymonds, A. F. Lange and Edward Hyatt are among the instructors engaged for Tulare, Kings, Fresno and Madera County institutes next month.

Four hundred children marched out of the Washington School, Santa Monica, without a panic while the building burned to the ground in a few minutes. Great credit is due Miss Hamlin, the principal, and the teachers for their efficiency in handling the children so well in such an emergency.

Oakland will soon have completed five million dollars' worth of new school buildings.

Professor E. I. Miller of the history department of the State Normal in this city returned from New York Thursday where he went to appear before the faculty of history and political science of Columbia University to present his final thesis for the degree of Doctor of Philosophy, and in a few days the degree will be conferred upon him. While on his visit East Professor Miller Spent considerable time with his brother in Kansas City who is a business man in that city being secretary and manager of a large corporation. Miller also visited through southern Ohio. During his absence he was elected by the California Teachers' Association as a member of the council, the executive body of the association. —Chico Enterprise.

Supt. Hugh J. Baldwin of San Diego paid San Francisco a visit recently and spoke of the schools as follows:

"One of the features of the school system in San Francisco and one which Superintendent Baldwin was very enthusiastic about was the Humboldt Evening High School and Commercial Evening School, night institutions in which practical workers are given theoretical instruction in a way that reflects on the business men of San Francisco. Their desire he says is to make San Francisco and California an industrial center but in doing so they realize that they will have to combine the practical with the theoretical. As the Superintendent stated, the Board of Education of San Francisco are now offering the boys and girls of that city means by which they can challenge the right of other nations to the trade of the Pacific. In this school everything which tends to advance industry and commerce is taught and young men and women working during the day are allowed to have the advantage of a free education along the lines of business which they are following."

Superintendent Baldwin is heartily in favor of the establishment of such an institution in this city.

In this school may be seen carpenters, plasterers, brick masons, boiler makers and representatives of numerous other crafts, all receiving an education along their particular line to aid them in the further pursuit of their trade.

One of the greatest teachers in San Francisco was formerly a teacher in San Diego, Miss Ball. She has developed a unique method of study for the learning of English especially among the foreign children of the first and second grades which is in use now in all the primary grades of the city. She has been appointed supervisor of this instruction.

Two methods for teaching the children to read are used. The first consists of acting out the lesson and the second allows the children to study aloud thus causing them to learn by the ear and eye instead of by the eye alone as is the usual case. When the time comes to recite, the child first acts out the lesson before the scholars.

Frederick B. Ginn of the firm of Ginn & Co. who died recently in Ventura County was well known in California where he has re-

sided for some years. Mr. Ginn left an estate worth over $400,000. Mr. Ginn was a publisher with high ideals of business honor, and was a man who contributed his share to the betterment of conditions in the time in which he lived. His brother, Edwin Ginn, head of the Boston firm, is largely interested in the peace movement.

Messers. Rand, McNally & Company have hitherto permitted themselves to be known in California almost solely in connection with their geographical publications. This State is almost a virgin field, therefore, for their school books, and it will be news to many in California school circles that the house publishes an attractive line of standard texts and supplementary books in all the subjects of the elementary and high school courses of study.

Walter J. Kenyon has been secured as State manager for the educational department, and the house of Cunningham, Curtiss & Welch is the depository.

The following letter from President Roosevelt was read at the first meeting of the Society of the Promotion of Industrial Education:

January 13, 1908.

THE WHITE HOUSE,
Washington, D. C.

My Dear Sir: I regret that I am not able to accept the invitation to be present at the first annual meeting of the Society for the Promotion of Industrial Education.

My interest in this cause arises not only out of the important results to be achieved by Industrial Education both for the wage-earner and the manufacturer, but more than all else out of the desire to see the American boy have his best opportunity for development. To-day the boy of fourteen who leaves the public school finds the door to industrial efficiency closed. The apprenticeship system has practically disappeared. Unless he is given an opportunity for industrial training by a combination of school and shop instruction his chance for such training is small, and he is likely to continue to spend, as he does to-day the years between fourteen and eighteen in minor occupations of an unfruitful character—occupations which neither minister to his intellectual nor his moral betterment. In the interest, therefore, of the American boy I welcome the efforts of any society like this to focus public attention upon the question and to suggest practical methods for solving it.

Very truly yours,

THEODORE ROOSEVELT.

Mr. HENRY S. PRITCHETT,

"California, Queen of Old Columbia," is the most popular song for California schools yet published. It has been recommended by many of our best musical and literary critics. Price, 10 cents. Address Mrs. Jennie L. Thorp, Healdsburg, Cal., or The Whitaker & Ray Co., 141-145 Grove St., San Francisco.

This is the Official Journal of Education. The law requires that the Clerk of the school district file it with the teacher before the end of each month.

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HARR WAGNER, Managing Editor

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The Western Journal of Education

MARCH, 1908

EDITORIAL

Certain Rights of High School Authorities.

Two Notable School Decisions.

Within the past few months two notable decisions with reference to high school government have been rendered. The first was a decision of the Appellate Court of the First District of Illinois, and concerned the right of the Board of Education of the City of Chicago to make rulings against "secret" societies in the high schools, the second decision, while not a Supreme Court decision in fact, is nevertheless a carefully written official opinion, prepared by an attorney who is President of the City Board of Education of the City of San Jose, is based on the decisions of our courts, and is a clear legal statement of the rights of high school authorities to make rules and regulations with reference to the studies and conduct of pupils within their charge. The opinion is so clear and so carefully worked out that it is almost as important as if it were a decision of our courts. As there is not space to print the two decisions in full, a brief abstract of each will be given.

The Illinois Case.

The title of the Illinois case is that of Wilson *vs.* The Board of Education of the City of Chicago, and the decision was printed in full in the Chicago Legal News for November 16, 1907. The Board of Education for the City of Chicago had adopted a rule instructing the principals and teachers in the high schools of the city to deny any "secret" societies, and the members of the same, all public recognition, including the privilege of meeting in the school buildings; to forbid them to use the school name; to prohibit any member of any such fraternity or society from representing the school in any literary or athletic contest, or in any other public capacity; and

calling the attention of parents to the fact that the Board of Education, the principals and the teachers of the schools "unanimously condemned all such 'secret' societies" as inimical to the best interests of the pupils and the schools.

The Questions at Issue.

As soon as the notice had been given Mr. Eberle L. Wilson, a minor, and a member of the "Psi Sigma Fraternity," filed a bill to enjoin the enforcement of the rule, the bill alleging that the rule "was the exercise of arbitrary power by the Board and a violation of the natural rights of the pupil and an unlawful discrimination against him. The Board entered a general demurrer, which the Superior Court of Cook County sustained and dismissed the action. From this finding Mr. Wilson appealed to the Appellate Court. This body, in its decision, said that there were but two points at issue, viz.:

(1) Has the Board of Education vested in it by law authority to make such a rule?

(2) Is the rule a reasonable one?

To the first question the Court merely quotes from the Constitution of the State, which directs the General Assembly to "provide a thorough and efficient system of free schools whereby all children of the State may receive a good common school education," and points out that the schools of the City of Chicago have been entrusted to a Board of Education, which has been in turn vested with powers to manage and govern the schools, among which are "to establish all such by-laws, rules and regulations for the government and maintenance of a proper and uniform system of discipline in the several schools."

The Reasonableness of the Rule.

With reference to the second question at issue the Court says that the argument proceeds on the assumption that the rule is unreasonable and discriminating against one class of pupils in favor of another. This argument, though, the Court holds to be self-refuting, and lays down the following fundamental propositions:

"The position of the appellant and the pupils, members of secret societies, that they are a class by themselves, is one which they arrogate to themselves, and is not recognized by law or by the rules of the Board of Education. Their relation to

the School Board is that of pupils of the school, without any disqualifying distinctions. The regulation of the conduct of all the pupils is governed by the rules. The penalties and the punishments provided by the rules operate on all pupils impartially. To hold that pupils belonging to a secret society were either ennobled or debased by membership therein, and therefore were in a separate and distinct class as school pupils, would be the recognition of a class distinction contrary to the fundamental spirit of our laws. * * The rule does not forbid a pupil to join such a society. * * Who shall represent certain schools in any athletic or literary contest must necessarily rest with the teachers under rules and regulations made by the Board. * *

"The Board and teachers stand *in loco parentis* to the pupils while attending school, and as a general proposition they are clothed with sufficient authority to determine what is and what is not for the best interests of the pupils entrusted to their care. Whenever such rules are not clearly so unreasonable as to be without the sanction of legal authority, they will be upheld by the courts. The presumption of law is in favor of the reasonableness of the rules of Boards, like unto that of appellee's, and the burden of proving and maintaining that a rule is not reasonable rests on the party challenging it. * *

"In no case will the courts interpose their judgment against that of the Board unless it is clearly shown that fraud or corruption controlled the Board in making it, or that oppression or gross injustice naturally follows the enforcement of such a rule. It is furthermore apparent that * the appellant and his fellow secret society members * are not excluded from any of the studies or exercises necessary to fulfill the constitutional command that the children of the State shall receive free 'a good common school education.' "

The Broad Power of the Board of Education.

After quoting from the decisions of the Supreme Courts of Illinois, Indiana, and Washington, to sustain the position taken, the Court concludes with these words:

"The Board of Education has full power in every particular to maintain and govern the public schools of Chicago. It is the controlling and guiding body, caring for its property, regulating the course of study, governing the teachers and

providing generally for the educational welfare of the pupils. Incident to these powers is the necessary one—a power in this case conferred by the legislature—to enact all necessary rules for the government, establishment, and maintenance of a proper and uniform system of discipline. In the exercise of such power the rule in question was adopted. * * Where such discretion has been exercised in wisdom, and the rule or by-law is not unreasonable, the requirements of the law have been satisfied and courts will not interfere to disturb. But for the power of the Board of Education to make and enforce reasonable disciplinary rules, the orderly control of the conduct of the pupils would be impossible."

The San Jose Case.

The San Jose case involved a somewhat similar question as to the fundamental right of the high school faculty to make rules and regulations for the management of the high school, and many of the positions taken by the Appellate Court of Illinois would apply to this case as well. The facts of the case seem to be as follows: The principal of the San Jose High School, Dr. Rockwell D. Hunt, in November, 1907, with the approval of the Faculty, promulgated a rule to the effect that pupils of the high school could not participate in athletic contests unless their work was of a passing grade in at least three high school subjects. In the carrying out of this rule five members of the high school football team were disqualified from participating in the game with St. Mary's College, at Oakland, on November 23rd. The students, angry at the decision, notified St. Mary's College that they could not play the game scheduled for the morrow, and then proceeded to organize a new football team, known as the "San Jose Terriers," composed of the same members as the high school team, but with a new captain, and this new team went to Oakland and played the game on Saturday which had been scheduled to be played by the San Jose High School football team.

The following week, after faculty deliberation, the principal of the school informed the captain of the Terrier team, along with the other four offenders, that they could take their choice of two punishments—(1) Expulsion from the school, or (2) Debarment from holding any office in the student body and from taking part in school athletics for the remainder of the year. The pupil in question, Mr. Cyril McGraw, chose

the latter, and his father at once filed charges with the Board of Education against the principal of the school, setting forth that the principal had exceeded his authority and jurisdiction, that when the pupils played in the game they did so as individuals, paying their own way and playing under an entirely different name, and on a day on which there was no school and at a time when boys in every high school in the United States are at liberty to do as they please, without asking permission from any principal or teacher who may have charge of their education the other five days of the week.

The Action of the Board.

The Board of Education gave a hearing to the father of the boy and to the principal, and then took the very commendable action of referring the matter to the President of the Board, who is an attorney, to look carefully into the legal and educational aspects of the case, with time to make a report in writing as to the merits of the action of the principal and the complaint of the father. Many witnesses were introduced and counsel were present. The opinion, of eight typewritten pages, which was printed in full in the San Jose papers, goes carefully into the merits of the case, and is written in the form and style of a court decision. The findings of the report may be summarized as follows:

1. That the rule of the Faculty of the school as to standing in studies as a prerequisite to participation in athletic events "is a safe and a salutary rule," and that the said McGraw had sufficient notice as to the same.

2. That the football team as organized was a subterfuge, and the action was taken deliberately and in a defiant manner. The fact that they paid their own expenses and were managed by a person other than the regular manager only made the action more defiant and insubordinate.

3. That the boy concerned had a proper hearing, and that the punishment was not arbitrarily administered, while the action of the Faculty in assuming jurisdiction over the students of the school in athletics, for games on Saturday, or at any other time, or place, should be sanctioned and approved.

4. That the charges against the principal should be dismissed and the action of the Faculty and Principal should be sustained. This action was approved by the unanimous action of the Board of Education.

The School's Right of Supervision of Pupils.

It is in the matter of the school's right to supervise the conduct and actions of pupils outside of school that the report lays down the most fundamental of all its reasoning. On this subject the report says:

"We do not mean to be understood to say that the Board of Education, or the Faculty of the High School, has a right to enter the home and dictate to the parents what a high school pupil shall or shall not do, but we mean to say that in all events which are connected with the high school, whether athletic, musical, literary, or class honors, they have a right to supervise and lay down rules and regulations which shall govern and control such events. We realize that the student body is in entire sympathy with an athlete who makes a splendid record on the field of contest, and is regarded by them as a great hero; nevertheless, if he should exert all his energies to athletics, to the neglect of his scholastic work, the Faculty would be justified in restraining the former to the improvement of the latter. We do not hesitate to say that the Faculty has the right to make such rules and regulations regarding the students as are calculated to compel, if need be, the students to attain a certain degree of proficiency in their studies, as well as to enforce discipline and a respect for their authority.

"Should we sustain the charges and reinstate Cyril McGraw to his former standing in the high school, it would encourage defiance and insubordination hereafter, and the Faculty of the school would have no jurisdiction whatever over students after they leave the school premises, and the students could thereby combine to do exactly as they saw fit, regardless of the wishes or the regulations of the Faculty, which would be a very unwise and a very unsafe condition to prevail. We do not wish to be understood as holding that the Faculty of the high school shall dictate what a boy shall do, or shall not do, when under the immediate control and supervision of the parents, regarding matters which concern the boy or girl alone, but we do say that where a boy or girl is associated with other boys or girls, who are members of the high school, and desire to appear before the public in a contest or function as a high school affair, such matters should receive the sanction of the High School Faculty and should be conducted in accordance with the rules and regulations laid down by them."

The Effect of Such Decisions.

All such decisions are to be welcomed, as they tend to strengthen the hand and the authority of every high school teacher and principal in the land. The Chicago case, like the famous Seattle case of a similar nature, decide conclusively the right of the school to supervise and in a measure to control objectionable features of high school life, while the San Jose opinion clearly lays down a very fundamental proposition as to the right of the school to supervise and control the actions of pupils on days when schools are not in session and when the pupils are not under the immediate oversight of the teachers of the school.

ELLWOOD P. CUBBERLEY.

Our Public Duties,

"You do not use all the education you sell!"

That's what one of our University presidents told an assemblage of school teachers.

Last week I heard things at our annual Teachers' Institute.

YOU are one of the people and are supposed to take a part in governing things!

The training of our young folk is a very important part of our government!

Do you ever peek in and find out how it's being done?

If not, why not?

Unless YOU do, who is to?

One of the things worth noting in our institute was that there were about ten women to every solitary man on the teaching force.

Another thing I heard one of the leaders say was that our educational system was become an "education of sissies."

The idiocy of trying to fashion all on one mould—the book-learning mould—was decried by a man who has found that an education in doing things was the salvation of many alleged "bad boys."

And yet it is said that 50 per cent. of our present high school pupils are studying Latin.

Have you ever heard of "The bookful blockhead, ignorantly read, with loads of learned lumber in his head?"

Do you ever ruminate?

If you do, ruminate, mentally, over these things for a week!—*Edward Berwick.*

OFFICIAL DEPARTMENT

State Board of Education

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J. F. MILLSPAUGH.....President State Normal School, Los Angeles
C. C. VAN LIEW.....President State Normal School, Chico
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SAMUEL T. BLACK.....President State Normal School, San Diego
FREDERIC BURK.....President State Normal School, San Francisco
EDWARD HYATT, Secretary of Board.....
.....Superintendent Public Instruction, Sacramento

Board of Education Meeting.

Reported by LAWRENCE E. CHENOWETH.

Pursuant to the intention expressed in the adjournment of the Santa Cruz meeting, the State Board of Education met in Sacramento on Friday and Saturday, February 7th and 8th, to consider text-book adoptions. This question was made a special order of business and nearly the entire session was devoted to the discussion. S. T. Black, President of the San Diego Normal, presided in the absence of Governor Gillett, and all other members of the Board were in attendance.

Representatives from the various book companies were present and were called before the Board to put forth the merits of their texts. Each representative was given twenty or more minutes in which to submit his argument, and then the various members of the Board questioned at length along various lines. The companies represented were the D. C. Heath, Silver-Burdett, Macmillan, Ginn, American and Rand McNally. The greater part of the first day was consumed in hearing the arguments of the book men, and the merits of each book presented were gone into fully.

The geographies presented for consideration were the Frye; King's; the Natural; Dodge; and Tarr and McMurry; book one of the latter series already being in the state series. Some splendid talks were given by the book men and the merits and defects of the several texts were pointed out with great skill; each book man gave an estimate of the cost of producing his book, the loss of books now in use, and the per-

centage of pupils affected by a change, in addition to setting forth the particular advantages to be derived from use of his particular text.

The discussion of geographies developed the fact that an anonymous communication had been sent to various members of the Board reflecting upon certain of the books under examination. Dr. Burk took up the matter vigorously, asking each representative if he had anything to do with the sending out of the letter; each denied any responsibility.

The arithmetics brought before the Board were the Cook and Cropsey; McClymonds and Jones; Walsh; and Smith; in addition to the present text, the contract for which expires July 1st, 1908.

After hearing the book men the session was adjourned until evening, at which time, all members being present with the exception of the Governor, the question of geography adoption was again taken up. Secretary Hyatt gave a resume of a postal card inquiry which he had made of the County and City Superintendents of the State in regard to the advisability of a change in text-books and the texts to be changed. The result, which is given in more detail on another page of this issue of the *Western Journal,* showed the preponderance of expression to be in favor of a change, and a change of the advanced geography.

To get the opinion of the Board on the matter of a change, A. F. Lange then moved that the present system of text-books remain unchanged. Upon roll call the motion was lost as follows: Ayes: Black and Dailey. Noes: Wheeler, Hyatt, Millspaugh, Burk, Van Liew and Lange.

Following this motion there was a series of motions along the line of changing the different texts, the disapproval of a split series of texts, disapproval of the State Text-Book Committee's recommendation, and the matter of no change for two years more. These motions were either withdrawn or lost.

Dr. Wheeler then moved as follows: "We advise the State Text-Book Committee that in our opinion a split series of Geographies should not be used, and that the series to be adopted should be either the Tarr and McMurry or Dodge." This motion was carried unanimously and the Board adjourned to meet Saturday.

This session was devoted to routine business while the book representatives were discussing prices on their respective books with the Committee. A new ruling of the Board was

passed so that in the future an application from an institution for accrediting will be acted upon at any meeting of the Board but the action will not become effective until the first day of March subsequent.

The State Normal School, Springfield, Mo., was accredited as were The Law-Froebel Kindergarten Training School, Toledo, Ohio, Kindergarten Department of the State Normal School, Westfield, Mass., Kindergarten Training School, Boston, Kindergarten Department State Normal School, New Britain, Connecticut, and the request to change the name of the Indiana Kindergarten and Primary Normal Training School of The Teacher's College of Indianapolis for the Training of Kindergarten and Primary Teachers was granted.

Special High School Credentials were granted to Mabel L. Morgan, Myra Louise Grant of Los Angeles; Miss Ada Law, Loomis; Katherine Lummis, Covina; Albert F. Vandegrift, Los Angeles. A number of applications were granted conditionally, five deferred, and six denied. Life Diplomas and Documents were granted to the number of forty-three, the full list appearing in another column.

The matter of holding an examination for Special High School Credentials was brought up and the date of examination for 1908 was fixed for April 23, 24, 25. Examinations will be conducted simultaneously, if there be candidates, at Chico, Berkeley and Los Angeles, under the direct supervision of C. C. Van Liew, State Normal School, Chico; A. F. Lange, University of California, Berkeley; J. F. Millspaugh, State Normal School, Los Angeles. For more detailed information as to the hour at which and the building wherein the examination will be held, the applicant should communicate with the committeeman at whose place he expects to take the examination.

All applicants for examination must register with the Superintendent of Public Instruction, Sacramento, California, not later than 5 days previous to the examination, April 18, 1908, stating at which of the three places they propose to take the examination. With such notice, each applicant should send a fee of five dollars, which will be used to defray the expenses of the examination. Upon request to the office of the Superintendent of Public Instruction, a blank will be sent prospective applicants, which they should fill out and return with the fee required.

The Board took an adjournment for a short time to give

the State Text-Book Committee an opportunity to meet and consider bids submitted by the representatives of the Rand, McNally, and Macmillan companies. At noon the committee appeared before the State Board and presented a report as follows:

To the State Board of Education.

GENTLEMEN:—The following is a summarized report of the bids just received by the Text-Book Committee, upon the basis of which the Committee recommends the adoption of the Tarr & McMurry text for a period of — years, to be determined by vote of the State Board of Education.

(Signed) C. C. VAN LIEW.
EDWARD HYATT.

(The bids are on a basis of four, six and eight years' contract.)

DODGE ADVANCED GEOGRAPHY.

	(4 yr.)	(6 yr.)	(8 yr.)
Cost of manufacture.....	57 cts.		57 cts.
Postage	22		22
Royalty	20		18
Cost to pupil.....	99 cts.		97 cts.

DODGE ELEMENTARY GEOGRAPHY.

Cost of manufacture.....	42 cts.		42 cts.
Postage	16		16
Royalty	12		10
Cost to pupil.....	70 cts.		68 cts.

(Both above bids carried privilege of exchange of new books in State Printing Office and in hands of dealers.)

TARR & MCMURRY ADVANCED GEOGRAPHY.

	(4 yr.)	(6 yr.)	(8 yr.)
Cost of manufacture.....	47 cts.	47 cts.	47 cts.
Postage	18	18	18
Royalty	19	17	15
Cost to pupil.....	84 cts.	82 cts.	80 cts.

TARR & MCMURRY ELEMENTARY GEOGRAPHY.

Cost of manufacture	39 cts.	39 cts.	39 cts.
Postage	.09	.09	.09
Royalty	11	10	.09
Cost to pupil	59 cts.	58 cts.	57 cts.

The above prices will be slightly increased by the addition of a California Supplement to the Advanced Geography.

It will be noticed that the royalty on each book is materially decreased for the longer term contract, and also that while the State has been paying 12½ cents royalty on the introductory geography it is offered in the above bid for 9 cents or a saving of 3½ cents on each copy to the State.

The State has been paying 28 cents per copy on the advanced geography for royalty and the pupil $1.20 for the book; the bid on the Tarr & McMurry book showed a reduction in royalty of 13 cents and a saving to each pupil of 40 cents on the purchase price of the text-books.

Upon receipt of the report the Board went into executive session for a short period, after which a motion ordering that when the text-books were adopted it should be for a period of eight years was carried.

Morris Elmer Dailey then moved that the report of the Committee be accepted and approved as rendered, and the State Text-Book Committee be directed to enter into a contract for a period of eight years, and the motion was unanimously carried.

In the matter of arithmetic adoption it was finally decided by the Board to appoint nine readers who should examine texts submitted to them and report to the State Text-Book Committee which should in turn tabulate these reports and submit a recommendation to the State Board. A list of the readers appointed appears in another column of this issue.

It appearing that there were some differences in the interpretation of a rule which was passed some time ago by the State Board, upon motion, President Black appointed a committee consisting of Edward Hyatt, Frederic Burk, and Benjamin Ide Wheeler to take the rule under consideration and report at the next meeting. The substance of the rule is:

"Publishers or their Representatives must have no communication, personal or by letter, with Readers or with members of the State Board of Education individually. All com-

munications concerning the adoption or merits of books must be addressed to the State Board of Education at Sacramento, California."

The State Board found the two days' session to be a very busy one. The new features of the meeting were:

First. The full and open discussion and adoption of a text-book by the whole Board instead of merely ratifying the recommendations of the Text-Book Committee.

Second. The admission of representatives of the publishing houses for free discussion of text-book questions with the Board.

Third. The large reductions in royalties and in cost of books that were secured by going exhaustively into the whole matter.

Little Talks by the Way.

(Under this head Superintendent Hyatt will try to give some account of what he sees and hears and thinks in traveling about officially among the schools of California. It will be somewhat hasty and ill-digested, being jottings on the road. It will deal with personal experiences, and so may look egotistic. It will be subject to frequent change of opinion, and will seem inconsistent. It is done as a free and easy means of communication between the school people of the State and the central school office. If it provokes retort or comment, that will be printed, too, provided that it be brief and interesting.)

List of City Superintendents.

Our official list of City Superintendents is printed now and then, and sent out for general information. It is a difficult thing to prepare. That is, it is hard to determine just what a City Superintendent is, to decide which are Supervising Principals and which full-fledged City Superintendents. In the case of incorporated cities having a charter that recognizes or provides for a City Superintendent, the matter is easy. Now we are adding to the list the Superintendents of cities of the Fifth Class, for the law governing such cities indirectly recognizes a City Superintendent. The latest list is printed in our Circular No. 5—if your name ought to be on it and isn't, please write to have it corrected.

* * *

A High School Debate.

I went to an interscholastic debate at Gridley, February 15. It was between the Gridley and the Red Bluff Teams, and

was the culmination of the year's debates among the high schools of northern California, ten or a dozen in number.

Professor Wood, the high school principal, met us at the train and took us home to supper. (I try to call it *Dinner* when I have my best clothes on). He is a Berkeley graduate. Likewise his wife is a Berkeley graduate and a teacher. The baby was only three weeks old; and Mrs. Wood had three guests for supper, another bunch for the mid-day meal, and she went to see the debate besides. Who is it that says higher education and school teaching unfit people for practical life?

The debate was on the question, "Resolved: That the concentration of power in our national government is dangerous." The judges were Dr. Van Liew of Chico, Professor Smith of the State University and myself. The decision on the debate was in favor of the negative, represented by Red Bluff. It was a good debate, very evenly balanced.

* * *

Valuable Suggestion Gratis.

It has been my fortune during the past few years to act as a judge at a great many interscholastic debates in widely separated parts of the state; this has given me a chance to observe the workings of the ordinary judge's mind. The judges are usually teachers, school officers, ministers, lawyers or judicial officers; and nearly always these people are very anxious that a debate shall be the real thing—that is, that it shall really represent *thinking on one's feet,* replying offhand to one's adversary—as opposed to the delivery of a recitation or declamation given purely from memory. Time after time I have seen decisions go to teams whose delivery was bad, whose movements were awkward, whose speech was halting and jerky—because the judges got it in their heads that the other side was reciting declamations merely.

Now far be it from me to say that a debate prepared before hand and memorized is a bad thing. It is a long way better than nothing, it is oft times the only thing possible, it has been the start of many a good speaker, I wouldn't say a syllable in its dispraise. But it might be well for High School principals who are anxious for the decision either to choose their judges from a different sort of people or else not let their young debaters be to awfully fluent. Please don't connect these observations in any way with the debate described

above. They are general, derived from a great many, not from any particular one.

* * *

An Inebriated Fraud.

Some letters are coming in from teachers of the San Joaquin Valley complaining of an inebriated old fraud who goes about seeking to deliver an alleged lecture and concert at the school house. He coaxes as much money out of the teacher and the people as he can, begs to talk to the school to advertise his show, gives the rankest of poor exhibitions; and finally jumps his board bill, leaving nothing behind but empty whisky bottles and an odor of unsanctity. Superintendents and teachers please take notice and be prepared with an extra cold shoulder when this specimen arrives.

* * *

The Stockton Method.

Mrs. Rose V. Winterburn of Stockton has prepared a handsome little book with the above title, embracing the methods of the Stockton Schools for the past dozen years or so, under the generalship of Superintendent Barr. It is a good book for a teacher's library or a desk book.

* * *

Compulsory Vacation.

The legal opinion that is most frequently asked of this office is this: "When a school is closed three weeks (or two or four or five) for a smallpox scare (or diphtheria or measles or flood) has the teacher a right to her pay for the time when school was closed?" It has certainly been asked fifty times within the last year. The answer to it is usually as follows: "If the school was closed by the trustees, when the teacher was ready and willing to continue the school, the teacher is entitled to pay during such compulsory vacation."

The theory is that the teacher and the trustees are parties to a contract. So long as the teacher does her part—(teaches the school) or is ready and willing to do so—the trustees must do their part (pay the teacher). Of course if the school stops because the teacher is sick or is unable to reach the school or for any reason cannot or does not teach—then she cannot claim

any pay. If the vacation is caused by the trustees, the teacher should be paid. If caused by the teacher, she should not be paid. Of course, any modification of this, by mutual agreement of both parties to the contract, is all right. Thus by custom or by mutual agreement it is usual to have a vacation of one or more weeks at Christmas, for which the teacher is not paid.

* * *

Another Department.

We are long on departments in this official end of the *Journal,* but there is always room for one more. The new one we shall call the Return Postal Exchange. It will be made by the County and City Superintendents of the State. It was first suggested by Superintendent Avery of Redlands. Said he: "Statistics are too slow about getting around to be of value. Why not establish a regular monthly means of communication with the Superintendents of the State, submitting to them questions of interest and live importance by postal card, and printing the results at once, before they get cold? We should all appreciate a thing of that kind and it would help us in our work."

So let us try it a while. If any one has questions to suggest that can be easily and quickly answered, let us have them. Any remarks germane to the subject are now in order.

* * *

Librarians' Institute.

I went to an institute of the librarians of this State at San Jose, February 19th. A hundred and fifty librarians were gathered in from every nook and corner of the State and they were as busy and as enthusiastic as a teacher's institute ought to be and usually is. I never knew there were so many things to know about libraries. It is a trade of itself, and we teachers have many things to learn of wise and cultured librarians, things that are of use in our own work—how to handle books, how to have children read, what they should read, and so on.

* * *

Cataloging and Issuing.

The librarians assure me that even in the smallest district library it would be a good thing to catalogue the books and

to issue them in a scientific way, so that the people will learn to handle a modern library and so that as the library grows it will grow in systematic shape. Do you all know how the Dewey Decimal System works? They tell me that a modification of that, with card catalogues, will be just the thing for school libraries.

I wonder if it would be complex and unwelcome; if it would be possible and desirable to adopt a uniform plan on uniform cards for the whole State; if the expense at starting (about $10, perhaps), would be a good investment; and several other things. We are open to suggestion and to advice.

*
* *

Model School Libraries.

Miss Smith, librarian of the Chico Normal School, has gotten together her idea of a model library of fifty volumes for a district school; and Miss Huntington, librarian of the San Francisco Normal School, has done the same with a library of four hundred volumes. Either of these libraries could be obtained to exhibit during an institute by paying express both ways. It might be of interest and value to an institute to see and handle the actual books of a well selected library, for a week. Doubtless the young ladies who prepared these libraries could be induced—by paying the freight—to come along and explain them.

*
* *

Circulating Libraries.

Every teacher in California should be familiar with the plan of our State Library for sending out splendid collections of books to any community that wants to read. Full directions and particulars can be had at any time of James L. Gillis, State Librarian, at Sacramento. The library will send out a collection of fifty books or more, to be kept as long as they are needed, and will pay the expenses of sending and returning them. It is only necessary for request to be made by five taxpayers of the community.

*
* *

Adoption of Geographies.

The State Board of Education has adopted the two book series of the Tarr & McMurry Geography on an eight year

contract beginning July 1st next. This avoids the "split series" and makes a change of one book only. It supplies the books that are desired by most of the teachers of the State, so far as the matter could be determined. It will result in saving a very large sum of money to the parents of the State; so far as those who are closest to the scene of operations can see, it will save one hundred thousand dollars during the life of the contract over what would have obtained by continuing the old contract for the same length of time. This comes about through lower royalties, and lower cost of manufacture of a small-paged book.

* * *

But Now.

But now let everybody remember that although the new contract begins next July, you have over a year from that time in which to introduce the new book—that is, *most schools are not under any obligation to put in the new advanced geography until September in 1909.* So let us bring about the change with discretion and common sense. By all means let a class that is already supplied with books *finish the subject in that book.* The present book is one of the best of its kind, and it will be on sale regularly for a year and a half yet. So there is no occasion for haste or friction or excitement—a year and a half is quite a gradual change.

State Text-Book Committee

This is a standing committee of three from the State Board of Education. It has charge of all matters relating to the State Text-Books. Its Secretary is George L. Sackett.

The Secretary will try to use this department to bring his work in closer touch with the teachers of the state by recording each month the details that seem to be of general interest.

At a meeting of the State Board of Education held February 7th and 8th the matter of adopting a text in the subject of Arithmetic for the Grammar Grades was referred to the State Text-Book Committee with the recommendation that Readers be appointed to pass upon the relative merits of texts that might be submitted in said subject.

In compliance with the recommendation as stated above, the State Text-Book Committee appointed the following

named readers:- J. F. West, State Normal School, San Diego; Dr. F. B. Dresslar, Berkeley; Inez Hancock, Riverside; Dr. W. H. Baker, State Normal School, San Jose; Supt. R. B. Haydock, Ventura, Mrs. M. E. English, State Normal Haydock, Ventura, Mrs. M. E. English, State Normal School, Los Angeles; Leroy Armstrong, Alameda; Dr. D. N. Lehmer, Berkeley; Supt. Geo. Underwood, Eureka.

Although the names of Readers have been made public, they have been respectfully requested not to permit an interview or discussion with any person on the text under consideration. Agents and publishers have been notified that interviews, letters, or other communications, either direct or indirect, with critic-readers are not permitted, and that any violation of this rule shall be deemed sufficient cause to work a forfeiture of the right of such agent or publisher to have his books considered with others in competition.

* *

Cheap Supplemental Books.

The Superintendent of State Printing notifies us that he has on hand the following text-books of bygone years and wants us to help get rid of them: Revised First Reader, Revised Fourth Reader, First Reader (Old series), Second Reader (Old series), English Grammar (Old series), U. S. History (Old series), Elementary Geography (Old series), Advanced Geography (Old series), Speller (Old series). They are supplanted in the schools by later books. They are liable to mildew and they are in the way. If nothing better can be done with them, they will finally be sold for old paper.

Some of them would be excellent for supplemental books in the schools, perhaps. There being no royalty on them, they can be sold for a very small price, possibly only five cents per volume. If any school, public or private, or any orphan asylum wants them, they will be sold to the first applicant.

Hon. Chas. F. Curry Secretary of State, should receive a vote of thanks from the teachers of the State for his kindness in furnishing a copy of the "Blue Book" of 1907 to all the Teachers' Libraries and High Schools of the State. The "Blue Book" is the official State publication, giving all facts and figures regarding State officers and State institutions, together with other useful information. When we stop to consider the very great and constant demand for this book and the small number left for the use of his office after sup-

plying the other offices and officials as required by law, we certainly appreciate his thoughtfulness in remembering the educational interests of the State.

The children of the State have a very warm friend in the person of the Secretary of State who is always ready to give a helping hand to any movement that will benefit the cause of education and the children in general.

* * *

The State Series Writing Books, five in number, are now ready for distribution and schools are at liberty to use them immediately although they are not required by law to use them before January 1st, 1909. They are good books, printed on the best of paper and the work of the State Printing Office is well done.

Figures from the Statistician.

Statistics are live and vital things when we learn how to use them. Mr. Wood is the Statistician of the Department of Public Instruction. He sends out the blanks, documents and official publications, receives the reports of teachers and superintendents, makes estimates and apportionments of school moneys; and then collects and tabulates the facts and figures about all these things. He will try to present each month some points derived from his work that will be of general interest to school people.

The following table shows the separate items of receipts and expenditures for the State so far as the Primary and Grammar Schools are concerned:

Receipts.

Balance on Hand June 30, 1906	$2,787,421.14
From State Funds (Apportioned to Districts)	4,059,429.04
From County Funds (Apportioned to Districts)	2,866,479.07
From Special Taxes	937,001.14
From Sale of Bonds	1,374,395.58
From Miscellaneous Sources	163,618.31
Total	$12,188,344.28

Expenditures.

For Teachers' Salary	$5,943,075.78
For Supplies	1,565,926.43
For Sites, Buildings and Furniture	1,882.358.76
For Books and Apparatus	106,496.79
	$9,497,857,76
Balance on Hand June 30, 1907	$2,690,486.52

Valuation of Property.

Lots, School Houses and Furniture	$25,734,616.00
School Libraries	879,403.00
School Apparatus	363.768.00
Total	$26,977,787.00

Primary and Grammar Schools.

Total Receipts from all Sources, Total Expenditures for all Purposes, Total Valuation of all School Property and Average Cost per Pupil per Annum Enrolled in the Primary and Grammar Schools for the Year Closing June 30, 1907.

	Total Receipts including Balance at Beginning of Year	Total Expenditures for All Purposes	Valuation of All School Property	Aver. Cost per Pupil per Annum on Enroll. in Prim. and Gram. Schoo
Alameda	$1,798,009.37	$1,117,132.54	$3,297,220.00	$24.53
Alpine	2,711.53	1,969.85	2,610.00	31.61
Amador	63,474.45	43,977.53	82,470.00	25.30
Butte	141,926.84	129,498.87	232,432.00	25.25
Calaveras	69,633.51	52,745.50	94,548.00	23,88
Colusa	58,204.57	41,161.66	100,978.00	30.44
Contra Costa	136,892.65	101,475.02	264,975.00	21.97
Del Norte	15,357.61	12,592.15	18,672.00	24.15
El Dorado	50,634.61	38,267.53	69,385.00	25.64
Fresno	409,292.47	296,482.99	620,435.00	26.02
Glenn	46,805.78	42,427.00	71,645.00	33.91
Humboldt	233,156.31	200,963.64	365,845.00	24.24
Inyo	21,029.66	17,993.74	50,039.00	24.92
Kern	122,712.03	98,964.83	279,023.00	35.10
Kings	72,424.15	57,075.72	133,340.00	20.58
Lake	42,525.24	33,225.22	53,963.00	28.10
Lassen	35,541.00	25,395.28	40,505.00	34.00
Los Angeles	2,705,985.45	2,253,309.25	6,164,279.00	25.27
Madera	50,585.74	37,539.22	64,409.00	33.52
Marin	100,205.88	71,462.85	176,770.00	21.12
Mariposa	26,894.18	20,038.00	20,830.00	30.82
Mendocino	148,063.89	108,469.85	249,657.00	25.47
Merced	71,993.09	63,887.69	147,106.00	28.81
Modoc	32,152.70	24,931.89	46,960.00	21.00
Mono	13,626.55	11,090.42	13,474.00	49.58
Monterey	131,015.20	105,744.68	297,540.00	27.20
Napa	86,029.68	62,068.96	152,573.00	22.81
Nevada	81,470.66	68,257.72	161,825.00	26.14
Orange	169,295.95	144,823.47	441,521.00	22.22
Placer	82,295.49	64,216.21	134,295.00	29.75
Plumas	32,176.02	19,437.06	36,810.00	39.00
Riverside	144,457.94	124,433.95	285,573.00	25.69
Sacramento	322,142.51	262,069.52	949,221.00	29.51
San Benito	66,526.28	38,002.24	77,550.00	34.36
San Bernardino	253,293.12	228,076.56	654,631.00	27.33
San Diego	398,730.91	282,864.33	515,485.00	26.90
San Francisco	1,022,135.43	1,043,183.86	5,965,691.00	25.37
San Joaquin	250,607.79	187,943.16	527,000.00	26.00
San Luis Obispo	126,417.70	106,924.22	212,891.00	26.41
San Mateo	154,282.17	111,605.71	290,995.00	26.25
Santa Barbara	164,343.72	120,513.68	272,798.00	36.38
Santa Clara	650,199.14	349,390.51	724,020.00	26.45
Santa Cruz	129,017.03	113,925.55	235,425.00	25.21
Shasta	118,101.58	89,379.28	234,940.00	39.73
Sierra	28,073.43	19,369.71	41,011.00	26.23
Siskiyou	98,314.48	77,607.60	115,635.00	27.20
Solano	143,142.87	102,102.34	183,370.00	24.69
Sonoma	316,769.15	259,342.94	523,725.00	23.56
Stanislaus	123,406.96	98,272.07	208,725.00	25.77
Sutter	47,802.00	33,398.88	63,830.00	27.70
Tehama	79,819.22	65,642.73	146,585.00	29.89
Trinity	18,983.87	15,841.56	22,677.00	43.07
Tulare	204,830.51	179,433.25	359,825.00	25.02
Tuolumne	49,438.10	41,690.53	60,020.00	23.88
Ventura	99,354.79	83,953.88	217,707.00	30.09
Yolo	79,152.34	59,638.13	140,273.00	26.67
Yuba	46,878.98	36,625.23	62,050.00	29.68
Totals	$12,188,344.28	$9,497,857.76	$26,977,787.00	$28.09

Primary and Grammar Schools.

Average Number of Days School was Maintained, Average Term of Teachers, Average Annual Salary Paid Teachers, Number of Visits by County Superintendents, Members of Boards of Trustees and the Number of Books in Public School Libraries, Year Closing June 30, 1907.

	Aver. No. Days School Maintained During Year	Aver. Length of Time Teachers Have Taught in Present Position	Aver. Annual Salary Paid Teachers		No. of School Visits Made by		No. of Vols. in Pub. Sch. Library
			Men	Women	County Superintendents	School Trustees	
Alameda	194	66	$1,332.84	$823.95	959	2,087	58,096
Alpine	160	8		560.00	6	7	751
Amador	166	34	843.00	545.53	87	143	13,900
Butte	162	25	909.30	585.40	121	241	29,706
Calaveras	141	18	655.45	569.62	81	129	19,687
Colusa	173	19	719.89	623.50	50	73	19,251
Contra Costa	181	35	792.25	701.50	134	254	42,468
Del Norte	178	26	710.33	636.07	23	41	3,947
El Dorado	163	14	546.87	539.96	71	152	19,750
Fresno	164	23	947.86	656.16	253	654	61,991
Glenn	172	17	694.15	601.45	53	48	15,281
Humboldt	179	24	771.89	650.20	172	319	41,432
Inyo	156	21	810.00	653.00	21	38	5,625
Kern	164	21	876.08	661.91	113	186	29,000
Kings	170	22	813.13	678.27	64	107	10,582
Lake	163	24	627.15	531.06	48	90	11,942
Lassen	158	22	654.00	565.32	35	57	8,305
Los Angeles	176	40	1,017.94	714.40	5,700	1,410	162,745
Madera	173	19	621.46	688.43	49	71	12,313
Marin	191	38	1,003.33	671.53	180	149	36,321
Mariposa	164	12	623.33	584.22	48	34	7,696
Mendocino	163	18	647.60	541.27	179	307	47,519
Merced	166	18	713.67	627.50	100	148	25,492
Modoc	152	10	676.66	509.20	37	55	10,659
Mono	162	14	862.50	607.27	11	35	5,270
Monterey	182	24	803.60	629.50	159	377	51,974
Napa	185	39	1,020.50	604.93	79	89	22,209
Nevada	162	54	939.22	639.95	78	138	25,609
Orange	181	21	900.34	642.60	193	179	34,904
Placer	172	27	840.68	598.55	96	135	30,392
Plumas	156	11	436.00	556.53	16	69	10,993
Riverside	170	28	792.46	614.62	95	447	33,811
Sacramento	161	86	1,044.59	744.43	339	311	34,261
San Benito	170	26	728.55	575.78	101	134	14,012
San Bernardino	173	28	1,002.70	638.16	209	291	46,616
San Diego	164	18	732.81	659.76	248	752	50,150
San Francisco	218	195	1,633.33	969.50	2,750	2,619	61,305
San Joaquin	176	58	977.00	720.50	150	194	34,173
San Luis Obispo	171	18	701.37	608.56	162	386	36,802
San Mateo	187	30	1,061.87	626.85	131	208	25,099
Santa Barbara	181	29	864.00	557.53	150	225	36,450
Santa Clara	190	87	1,077.54	489.92	415	1,135	69,804
Santa Cruz	190	52	840.00	628.55	167	210	25,086
Shasta	158	13	627.50	525.92	129	233	38,101
Sierra	163	15	995.31	604.04	29	47	7,707
Siskiyou	157	16	652.68	569.29	99	212	32,173
Solano	181	46	938.38	635.11	128	227	30,653
Sonoma	182	32	895.40	634.64	239	562	90,497
Stanislaus	175	19	811.73	599.57	139	168	22,183
Sutter	175	25	715.31	638.70	30	19	15,082
Tehama	167	17	716.50	563.77	82	120	18,991
Trinity	147	25	622.50	526.14	34	56	5,602
Tulare	158	17	748.00	605.50	169	385	53,070
Tuolumne	168	22	935.00	710.25	53	100	9,884
Ventura	184	16	980.00	666.08	119	150	38,651
Yolo	166	40	807.50	607.03	83	88	20,134
Yuba	160	32	661.00	605.19	65	64	15,298
	*171	*31	*$828.11	*$623.23	†15,531	†17,165	†190,818

* Average for State. † Totals for State.

Return Postal Exchange

(Once a month the Superintendent of Public Instruction will send a postal card question to the Superintendents of California, upon some important school matter that can be briefly and easily answered. The results will be put in this column.)

Temper as to Text-Book Change.

When the State Board of Education met to consider the renewal of contracts that were about to expire for text-book copywrights, it immediately was confronted with the question, "Shall we adopt a policy of no change whatever for a period of years, or shall we be free to change when good reason appears?" This proved to be a large question, one with warm partisans on each side, one that could not easily be settled. It would be of interest and value to the Board to know what is the temper of the State as to change of text-books. Is it universally opposed to change? Would it welcome a fixture in school books?

A postal card inquiry was sent to all County and City Superintendents of the State asking them to vote as the representatives of their respective schools and people "yes" or "no" on this question; and asking them further to indicate, in case they favored change, which of the expiring books should be changed. The results are tabulated as follows:

Total inquiries sent out	**80**
Total number of replies received	**64**
Votes for policy of no change	**19**
Votes for policy of freedom to change	**45**
Votes to change Introductory Geography	**9**
Votes to change Advanced Geography	**25**
Votes to change Advanced Arithmetic	**25**

The highest ideal of a civilization is that of a nation which is engaged constantly in elevating lower classes of people into participation in all that is good and reasonable, and perpetually increasing at the same time their self-activity and self-help.—*W. T. Harris.*

Let the children think that they, not you, decide difficulties. Appeal to their judgment. It is easy enough to quietly influence the decision, and they never know it. Thus they are always on your side.—*Selected.*

State Board of Health.

The State Board of Health is the highest official authority upon the promotion of health and the eradication of disease in California. Its Secretary is Dr. N. K. Foster with offices in the state capitol. With the object of giving to the teachers of the state the best ideas and the latest investigations of this Board, Dr. Foster will prepare something of public interest under this heading each month.

The Rat Must Go.

The demonstration that germs are the cause of many, if not most of the diseases with which the human family are affected, has cleared up some questions that were before in doubt. One of the most important of these is the relation of animals to the spread of disease. That animals had some connection with the spread of disease has long been held by certain investigators, but the exact relation was not known, and the entire connection was decided by some.

For many years the natives of India have observed that when the rats and mice begin to die and fall from the thatch which covers their houses that the inhabitants soon begin to die of plague, unless they move out and go to the mountains, there to remain until the rodents are all dead or have likewise moved out.

With the demonstration of the germ theory of disease and the isolation of the particular germ which causes plague, it was easy to prove that the plague in man was the same disease that kills the rats, and that the latter, living in close relationship with man, was the direct cause of the human plague. The plague is primarily a rat and other rodent disease, and while it is possible to contract it from another person suffering with it, the far greater danger lies from the rat. How do we contract it from the rat? A diseased rat, getting upon our fruit, vegetables or other food, or leaving their diseased germs upon the floor to be raised in dust and taken into the system, are possible ways, but by far the most common way is by means of an insect, generally the flea. Fleas live in vast numbers on rats, and when the rat becomes plague stricken the flea takes the disease germ with the blood it sucks. When the rat dies the fleas leave and seek some other warm blooded victim, and if it happens to be man, they soon inoculate him with the disease which they have taken from the rat. They are the insect link connecting the disease in rats to that in man.

This connection has been demonstrated in the present

epidemic of plague in California and shows us clearly the danger of allowing rats to live anywhere about the abode of man. They are a constant source of danger, for they travel from house to house and spread the infection wherever they go. No person should be content with one alive on their premises or on their neighbors, and total anihalation is our only safety. "The rat must go!" should be taught in pulpit, school and home.

How shall it be done? By starvation and allowing them no breeding place. Leave nothing on which they can feed. The waste from the table which is thrown out on the ground or into some open barrel or box is the great food for rats. *Garbage must always be put in tightly covered cans. Never leave it so they can reach it.* Chicken yards are a feeding ground and should be made rat proof. Many a chicken would be saved and a great source of living for the rats cut off. This can be easily done by digging a trench a foot or more below the surface and putting a small-meshed wire netting or metal fence to four feet above the ground. This would be necessary only around the feeding yard.

All grain should be kept from their reach, as well as vegetables and fruit. All buildings and business places should be made rat proof, and in the near future no doubt will be, but until that time comes no rubbish should be allowed to accumulate, for in it they hide and raise their young.

The motto of everyone should be, Clean up! Clean up! Clean up! There is hardly a house that would, in all its details, pass a sanitary muster, and the work of putting our State in a safe condition to withstand the plague must fall upon the householder. Teachers can spend a few minutes each day to no better advantage than teaching the doctrine of rat destruction and clean homes. We have spoken of rats alone, but this should be taken to mean mice as well. They are subject to the same diseases and are only less dangerous in that they are less migratory. Squirrels and rabbits are also subject to plague, and in a less degree, so are cats and dogs.

Some time we may speak of other diseases spread by animals, but just now when plague is in our midst and might become a serious menace not only to our lives but to our commercial interests, all our attention should be centered on its extermination.

School Folks Magazine Department.

T. W. SPAULDING, Editor

A Word of Explanation.

By The Editor.

In becoming a department in the *Western Journal of Education,* the state official organ of the Board of Education, School Folks Magazine will be conducted on a slightly different plan, being now a supplement instead of an independent magazine.

We will aim to make this supplement both interesting and instructive. The services of Mr. Alfred Skaife, President of the A. A. L., has been secured to edit the Athletic Department as its Honorary editor. Through this department we hope to get in close touch with the students. We will enter into the spirit of their contests with interest and enthusiasm.

The Literary contests will be discontinued for a time.

The Department, Places of Interest I Have Visited in the West, will be kept up.

* * *

Eucalyptus.

By B. B. S.

Though bluish leaves like scimitars do cross and flash
And toss and dash,
These sylvan blades speak peace not strife—new lease of life

Each tiny sabre, from whose edge blood seems to drip—
By beams that dip
And color warm, was kissed instead, a rosy red—

Beams from the golden eye of day, set bark ablaze,
And met amaze,
In mortal man to see the trunk peel red and tan.

Think not the red, and tattered air of bark thus stripped,
And newly ripped—
Means aught of war or carnage drear—have no such fear.

It is of health and peace and life that this tree speaks—
And nature seeks,
To waft the pungent odors far—from hill to star.

* * *

The Home of the Mission Fathers.

BY BLANCHE SHOEMAKER, ORANGE, CALIF.

(Submitted as a place of interest I have visited in the West).

That the old California days of romance and ease are fast disappearing before our hustling new western civilization, is a well known fact.

Not all the witchery of the olden times is gone, however, for the California climate remains the same and this unconsciously influences even the most practical transplanted easterner to delight in the beauty of sunny skies and blooming flowers.

In the midst of all this new life and seemingly undisturbed lies a beautiful valley, the old home ideal of the Mission Fathers, San Juan Capistrano sleeps peacefully on 'neath the bluest of skies, wrapt in the shimmering golden light of an old romantic age. Here life was once the gayest, here love was once the sweetest, here hospitality was the most princely and here priests were the most pious.

That was when the old mission garden bloomed with flowers and fruits and the chiming bells called to daily prayers.

Today one sees in Capistrano nothing but the peacefulness of modest cottages, adobe huts and wide streets bordered by narrow board walks, and a little to the left of the town the old ruined mission of San Juan.

Last winter, with a party of tourists, I visited this old mission. As we entered the now sadly neglected garden, by means of an ancient wooden gate, the very mystery and languor of those early days seemed to become a part of us.

The magic spell was unconsciously about us as we passed with light feet and hushed voices up the path of the outer court.

Even the birds that lived in the nooks and crannies flew silently by and we were oppressed by the reigning stillness.

As though trying to hide their growing infirmities the

green ivy clung faithfully to the crumbling columns. Yet here and there down the colonade were massive doors defying the touch of Time. For more than a century they had stood guard over the mission treasures.

THE MAIN ARCH OF THE SAN JUAN CAPISTRANO MISSION

Down the ivy-clad colonnade we followed our guide, an irresponsive Mexican boy. Under his knowing hand the great door of the chapel slowly yielded and we were admitted to that once glorious shrine of the early Mexicans.

There stood the altar with its cloth of gold and behind it the scarred images of the Saint and the Virgin. Around these keeping their silent watch were antique candlesticks and vases of withered flowers.

The walls of the chapel were adorned with the now moldering paintings of the "Life of Christ". Before the largest of these, "Christ's Descent from the Cross", we paused. All the depths of our natures responded to its silent call for reverence, and we passed with a prayer on our lips.

THE MISSION SAN JUAN CAPISTRANO

An old baptismal font, curiously carved and quaint, was found in an adjoining room, brought, the guide told us, to the mission in its earliest days.

In other rooms were relics and mementoes of that time when the life of the mission was at its height. Now dark, dank and seldom used these old rooms are holding their own death watch.

We were glad to get out once more into the bright sunshine and the life that is, yet, even the inner court was eloquent with silence. Through the weeds and over crumbling walls we pick-

ed our way to what we supposed was once the priest's garden. Here the most picturesque part of our visit awaited us.

Coming suddenly around the crumbling wall we caught our breath in delight as we beheld straight ahead of us the moss-grown bells in their gray arches with patches of blue sky beyond.

Artists have tried to catch that beautiful effect, but alas! only nature can produce a California blue and a mission gray.

Slowly, silently, reverently, reluctantly we passed out of this last garden again into the outer court. A last look back at the silent bells, a sigh for the other days and we had passed once more through the ancient gate and out from under magic spell.

We were again everyday tourists, seeing all that we could see, doing all that we could do to live life to the uttermost.

The throbbing souls had been quickly covered and those moments of inspiration seemed to have passed with the closing of the garden gate.

We were going to walk to San Juan-by-the-Sea and for this two-mile journey over a hill road we must need shake off that seriousness that had held us so strangely for the last two hours.

Laughingly, sunburned, full of the joy of living, we returned that evening to our modern civilization. The same, yet not the same, people who had gone forth so light hearted in the morning.

For in moments of quiet or on one of those beautiful California days when the air whispers softly through the golden sunlight, we feel the spirit of the mission pass over our heart chords with a sublime and wondrous melody like "The peace of God which passeth all understanding".

* * *

Announcement.

Don't forget to send in your article with appropriate illustrations under the department: "Places of Interest I Have Visited in the West." The most appropriate article for publication will be given a handsome book as a prize.

Pictorial Composition as Applied to Photography.

BY O. V. LANGE.

In thus commencing a paper on the principles of composition, it shall be my intention to make it instructive and applicable to the production of pictures by photography, for young amateurs using kodak or smaller cameras.

Many good books by competent authors have been written upon this interesting subject, yet I have noticed on several occasions, when acting as one of the judges in prize compositions, that the works of most amateurs in this mode of depicting nature's scenery show that more attention has been paid to the technical than to the artistic portion of the work.

A reason for this fact may be that books on art are thought to be too voluminous, and the amateur seldom cares to use the time in perusing those which they require, so does not become interested in this fascinating branch of photography.

Believing that this has been one cause of the failure to produce more pictures, in proportion to the number of photographs made, my policy will be to condense in as concise a form as possible the fundamental principles of art composition, and their application to photography.

To enhance the interest, illustrations used for the purpose of elucidating rules and proving assertions will be from photographs of California and Pacific Coast scenery.

By these means I think the study of works on this subject will be commenced, and result in pleasure and profit to those who have hitherto paid but little attention to the possibility of photography rendering truly artistic effects.

It has been noticeable and worthy of remark that photographs, however technically correct, do not appeal to our sympathy if the quality of artistic fitness is wanting. On the other hand, pictures made by photography may be somewhat faulty in the details of manipulation, yet, if they have the higher virtues of artistic worth in their composition, they will attract and hold attention, so that the former defects will hardly be noticed.

Granting that this be true, would it not be politic to combine artistic with technical excellence now that the chemical and optical resources of our present day are so under control, and time and labor reduced to a minimum.

Then this pleasant pastime will be enobled by the intellectual enjoyment it can and will afford.

I will now endeavor to illustrate some of the rules for the composing of pictures. That these exist can be proved by the uniform adherence to them, which may be discovered in analyzing almost any picture or photograph made by those who are acknowledged to be great painters or good photographers.

It has been said that composition is to art what grammar is to literature.

Definitions of the word composition in relation to art are numerous, but the most comprehensive one that I have been able to find, and somewhat modify to suit its bearing on photography, is the following: "Composition is the selection and arrangement of objects, lines and masses in such a manner that they will produce harmonizing contrasts which can resolve themselves into pleasing and interesting pictures."

Now we will proceed to the first part of this definition, viz., the lines.

These form the framework or skeleton of the picture, upon which the lights and shades, (which are analogous to the muscles and sinews), are supported.

In examining any good picture, certain lines of direction can be traced. These lines may be in the outline of one prin-

COYOTE POINT, SAN MATEO CO.

Fig. 1. Negative by O. V. Lange

cipal object; as of a high mountain, or may depend upon the general direction of a succession of objects.

To illustrate: take the diagonal line, (Fig. 1), which may fall from the tall trees in the right foreground of the picture; then pass along a tree or two a little to the left and somewhat more distant; then, descending touch a figure near edge of cliff in middle distance, and terminate with some fishing smacks in the bay on the left side of the composition. Thus we find an imaginary diagonal line, and this mode of selecting has a tendency to reprint its effects of prospective in a most striking manner.

Perspective is the representation of natural objects in their relative distances and position to each other on a plane surface, as they appear in nature.

Secondary lines of nature may form the outlines of one or more pyramids. These forms are well adapted for the grouping of figures by dividing the larger group into several smaller ones having more or less the pyramidal shape.

One of the accepted rules regarding lines of direction is that they should either support, oppose or compensate each other, as in (Fig.2), A, showing supporting lines B, opposing lines, and C, compensating lines. These are known collectively as balance, between the characteristic lines of the picture.

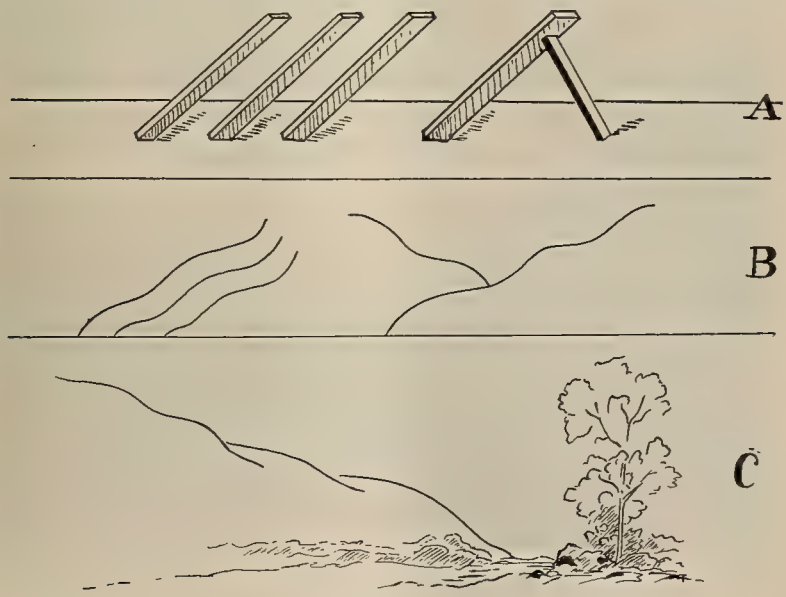

Fig. 2.

VALLEY OAKS, ALAMEDA CO., CAL.

Fig. 3. Negative by O. V. Lange

The longer line may be the inclined stem of picturesque tree supported by a smaller one in the middle distance, as in the picture of the oaks, (Fig. 3).

We know of course, that the inclined tree is strong enough to support itself and keep from falling, but pictorially the effect of the big tree alone would be very displeasing. This can be

EAST LAKE, FRESNO Co., CAL.

Fig. 4. Negative by Prof. J. N. Le Conte

proven by covering up the smaller one with a piece of paper, when the weakness will become apparent.

The opposing line is noticeable in the picture of East Lake, headwaters of King's River, (Fig. 4), where the gradually descending outlines of the mountains from the right to left are opposed by sharply descending mountain, trees and shrubbery, from the left upper corner to their intersecting at the middle distance. By the way, water reflections when available, are always a great addition to the picturesqueness of any composition of natural scenery.

UPPER SACRAMENTO RIVER, TEHEMA CO., CAL.

Fig. 5. Negative by O. V. Lange

In the photograph showing the upper Sacramento River with the Lassone Buttes in the distance, (Fig. 5), the straight stemmed trees on the left compensate the main diagonal lines at the Buttes from the right, and thereby strengthens the pictorial effect and aids the perspective by contrast.

It is easily seen how these illustrations prove the correctness of the rules, and also demonstrate that when oblique lines of this description occur it is usually possible to find lines that will either support or oppose them, and break the monotony and do away with the appearance of weakness in a composition.

By carefully studying these rules and the illustrations, and endeavoring to apply them in our own experience we will enhance the pictorial value of the photograph and make it more nearly a work of art.

Making Room for Nature Study.

M. E. PETERSON, EL RIO, CAL.

The first six years of school age present the most impressionable period in the life of the child. Because of this we try early in his course to develop certain forms of mental conduct which fix themselves upon him as habits. If the forms of mental conduct are bad the habits are bad—if good, the habits are good. Our curriculum should contain material expressly designed to assist in the formation of good mental habits.

The study of nature leads to four definite results:

1. Pleasurable interest in environment.
2. The storing up of a fund of knowledge for later use.
3. Cultivation of the power of observation.
4. Development of the "seeing mind."

This last, the development of the *seeing mind* is in my opinion the most valuable product of our nature study work. It is the formation of a good mental habit. Knowledge is not so much the accumulation of a mass of fact, as it is the learning how to find fact. If our graduates have learned how and where to find reliable information—to find it readily—their time in school has not been wasted. Join to this the habit of inquiry—the quest for truth—and the possessor is prepared to enjoy his surroundings, to make his life "worth the living."

The purpose of nature study has been well put by Mr. Hodge in his excellent book, "Nature Study and Life." He says: "Nature study is learning those things in nature that are best worth knowing, to the end of doing those things that make life most worth living."

We have in our courses of study certain so-called Essentials. Reading, spelling, geography, grammar, arithmetic, history, physiology. Truly, we do need to know something of all these; the relative quantity, however, is apparently undergoing a change. The work in some of these (in grammar and arithmetic, particularly) is being gradually reduced. Perhaps one day it will be down where it belongs. I am inclined to think that we still are stealing work from the high school.

The work in those heavier subjects leaves only a minor place for music, art, and nature study. All realize the great value of these, and in some places very ample provision is made

for their teaching. Generally speaking, however, our traditions are too strongly grounded to allow any one of the above to occupy as much of our attention as, for instance, arithmetic. Yet there is hope that our better thinkers will persuade us that we are wrong in our enumeration of essentials. Dr. G. Stanley Hall says of nature study, "In the ideal school it will have a central place, slowly subordinating most other branches of study as formal and accessory, while it remains substantial. To know nature and man is the sum of earthly knowledge."

While I believe that nature study should have an important place in our daily work, this is beyond possibility as yet. At present the only means of incorporating it in our regular work is by correlating it with such subjects as reading, drawing, physiology or geography. It must be made to fit into gaps and spaces, filling in odd times at odd places. To show how this can be done is the purpose of this article.

With a brief statement of the relations existing between nature study and reading, language and composition, I shall pass to the treatment of nature study as related to drawing.

READING.

It seems almost unnecessary to speak of reading and how it may be made an avenue through which to approach nature. A brief summary is sufficient.

1. Select for regular reading such bits of nature as abound in Celia Thaxter's "An Island Garden," Allen's "A Kentucky Cardinal," Kingsley's "Water Babies," etc.

2. Avoid those nature stories which seem to be highly exaggerated. Do not feed the children on such fanciful stuff as permeates the tales of Long and Seton-Thompson. Nature stories that are almost purely imaginative are dangerous. They will leave erroneous impressions of the creatures or scenes depicted. Keep in mind that ours is a continuous search for truth—nothing but the truth.

3. Require individual reading by the pupils from such books as Hodge's "Nature Study and Life." Encourage pupils to pick out fine descriptions from their story books.

4. From time to time, give talks, or hold open discussions upon various natural features brought out or suggested by the above work. Oral reports by the pupils upon things observed in their rambles afield are an invaluable aid in fostering a love for the small things around us.

LANGUAGE AND COMPOSITION.

In the daily discussions of the nature topic lies a great field for language development. Which seems more likely to draw forth verbal expression, dry, cold, uninteresting grammatical rules or illustrations; or living, growing, tangible objects which surround us? Shall we starve down the child's exuberance of spirit by a non-nutritious diet of formal grammar—or shall we let his exultation in being alive show itself in good, hearty child-language brought out by his contact with things he can see, feel, hear, or smell, and in which he has a native proprietorship? Surely there is no better basis for composition, both oral and written, than nature study, nature stories, and fine bits of nature description culled from our best literature. The parts selected from books should be read by the teacher. The pupil cannot so readily grasp the beauty and significance of certain passages as can a more practised reader.

To sum up:

1. Make a study (not necessarily very elaborate) of some common plant, flower, insect or larger animal. Take one period per week—a language period—for this.

2. Require each child to stand upon his feet and repeat what he learned during the previous lesson. Strive for good, clear, natural English. But beware of criticism lest you crush the natural spontaneity born of interest.

3. At stated intervals (once a week, or as often as seems necessary) have a carefully written paper upon some feature of a preceding lesson in nature study. Encourage such telling of stories as will bring out true characteristics of plants and animals.

4. Read to the pupils for reproduction such snatches of description as occur frequently in "Lorna Doone," "Rip Van Winkle," "A Kentucky Cardinal," "Water Babies," and others in which the authors have truthfully and appreciatingly pictured the smaller scenes which escape all but the keenest eyes. If these selections are used both as reading and as composition work, so much the better; for one aim of reading is to cultivate a love for good literature, and the writing from that literature serves to impress the scene upon the memory.

DRAWING.

The correlation of nature study and drawing may seem unnatural. But think. You are teaching your class to draw a little flower—a poppy for instance. The shape, number of

petals, color, position on stem, leaves—all these must of necessity be discussed. This is not drawing; it is nature study. What then *is* drawing? Merely a record of what we *see*. But in the making of this record we see much that otherwise we might overlook. Agassiz did not really *see* the fish he was given to study until he attempted to draw its picture. As a test for you, sit down this minute and draw a watermelon leaf. Can you do it?

The discussions coming up during the study of a plant serve to bring its characteristics home to the student. All do not see with the same eyes. One sees the nicety of coloring in the corolla; one notices a sticky substance inside; another sees the yellow, dust-covered anthers, and wants to know what they are for; still another hunts the nectar, and soon through an infinite number of very interesting plant-features. It won't harm the pupils a bit to talk about these things. Oh! but it will take time from our drawing period! Let it. Much better and much more accurate drawings can be made after we learn something of the structure of what we are to represent. The time will not be lost.

To see the close relation existing between art and nature study, one has but to look through the pages of any good text-book or manual of those subjects. The authors of the one cannot escape the other. If they are so intimately associated, why not treat them in our schools as one subject?

Some years ago our drawing books contained a large amount of mechanical copy, with a minimum of nature. To-day this is just reversed. Most of our art models are copies of nature. Why? Because pupils are expected to learn to observe closely and to love natural surroundings; hence he is given work to develop his mind and senses toward the natural rather than toward the artificial. We have at last given up trying to eclipse the art of field, and mountain, and sky, and stream. In creating the beautiful, man cannot vie with Mother Nature.

While looking over the following outline the reader should bear in mind these points:

1. The work is confined to plant-drawing. Pose and animal drawing, although very valuable, does not so easily fit in with the study of plants; hence is here omitted.

2. It is designed for the latter part of the sixth year. The time will be according to the period necessary to grow the plant from seed to seed formation.

3. Other studies in nature should be taken up simultaneously. Three studies may be carried on at one time, just as we have geography, history and spelling on the same days.

The following are particularly valuable:

a. Honey-bee.
b. Mosquito.
c. Toad or frog.
d. Silk culture.
e. Any plant of brief life.

4. The design is suggestive, but not complete.

A STUDY OF ALFILARIA ("FILAREE").

I. *Seeds.*

a. Form, comparative size, structure.
b. Germination.
c. Uses.
   1. To reproduce its own kind.
   2. To feed animals.
d. Draw, both before and after germination.

II. *Roots.*

a. Origin, rapidity of growth, root-hairs.
b. Color, shape, direction of growth.
c. Uses.
   1. To support plant in erect position.
   2. To feed plant. (Do not mention osmosis.)
   3. To feed animals. Name other root-foods.
d. Draw root attached to seed; also with later ramifications.
   Draw a page of such root-foods and tubers as potatoes, carrots, onions, beets, turnips, etc.

III. *Stems and branches.*

a. Time of first appearance above ground.
b. Color, texture; compare with root.
c. Uses.
   1. To support leaves, flowers, and fruit or seeds.

2. To feed animals. Name other plants whose stems are used as food. Also name and discuss briefly a few plants such as the sugar maple, sago palm, or cinnamon tree, from which we obtain food, not from the stem itself, but from the sap inside or the bark with which it is covered. Your encyclopedia will tell you how such foods are obtained.

d. Draw stems at various stages of growth. Draw a page of typical tree stem-forms. Some are tall and narrow (pines); others wide and busy (oak); still others are gnarled and vine-like (dwarf acacia or rose). Draw another plants, such as the round-headed tumbleweed, the tall spindling sunflower, the vining chillicothe.

IV. *Leaves.*

a. Time of first appearance, manner of unfolding.
b. Color, structure, texture, general shape.
c. Uses.
   1. To feed the plant; respiration.
   2. To feed animals. Name other leaf-foods. Name plants which furnish medicines, such as sarsaparilla, quinine, cascara.
d. Draw leaves singly, in frouds, and in groups. Try to have pupils draw such leaves as can be recognized by one who sees them; they should need no labels to establish their identity.

V. *Buds and flowers.*

a. Time of first appearance; where they appear.
b. Color, position, shape, size, contents, covering.
c. Unfolding of bud; study how the parts are folded.
d. Study of open blossom.
   1. Calyx—parts, color and number of sepals, uses.
   2. Corolla—parts, color and number of petals, uses.

3. Stamens—parts, color, number, uses.
4. Pistils—parts, color, number, uses.
5. Nectar—where found, uses.

e. Draw the following:
1. Young bud.
2. Bud opening.
3. Single flower.
4. Entire flower group.
5. Parts of flower (make a chart).
6. Seeds in ovary (split open).

All the above may be in outline, shading, or coloring as desired.

VI. *Seeds.*

a. Time of maturity.
b. Compare with parent seeds.
c. Pod structure—"clocks" (i. e., the twisting seed appendage: what is its use?)
d. Seed dispersal. Make a study of means used by various plants; some have "balloons," some spikes for digging, some have bursting pods which fling the seeds, some wings, some are scattered by a pedestrian parent, dropping its seed as it walks along, some have hooked fingers which cling to the hair or wool of animals, thus being conveyed to a convenient resting place.
e. Draw a nature seed-pod, both before and after breaking. Also separate seeds with their appended "clocks."

Draw a page illustrating the devices for seed planting mentioned above.

Such a study as here given, taken with its representative drawings, brings up a host of fascinating problems. For instance, in drawing a blade of grass one must notice the beautiful spiral. Did you see that it always twists one way? Why? Why has the cactus thorns? The foxtail beards? The thistle spines? How does the tumbleweed plant its seeds? A veritable question-box is opened at each nature study or drawing period.

To repeat; patch in your nature study wherever their is even a small vacancy. It is the great, all-pervading study

of our earthly habitation; hence we should get in touch with it as much as possible. It will stimulate interest in other things, instill a love for the beauty around us, create an admiration for the sublime order of the universe as seen at our doorstep, and in short, it will enable us to "do those things which make life most worth the living."

Helen M. Thompson.

"Green be the turf above thee,
Friend of my better days,
None knew thee but to love thee,
None named but to praise."

Friends and Colleagues of Council No. 2.

The committee appointed by our honored President to voice this body some expression of the sorrow which has come to us, of the great loss which we have sustained in the death of our esteemed colleague, Miss Helen M. Thompson, has requested me to perform that sad duty.

What can I say? How can I adequately express to you the great grief that fills my heart, the void there is in my life after more than thirty years of close, intimate companionship in our daily tasks and duties? How will it be when she will no longer be there to share them, when there is no longer before me the hope of her return?

Helen M. Thompson—a name which stands for so much in the growth and development of the character of the best womanhood of our city.—A name which stands for a sweet, loyal, true personality—a personality without guile and without deceit;—which stands for a woman of high ideals with a generous heart.

How much she achieved! How much she accomplished in her quiet, unassuming way! Modest and retiring, yet wielding an influence which will be felt through many generations! How many of San Francisco's best women, of her noblest wives and mothers, owe to the training they received from Miss Thompson, those qualities and traits which have made them what they are.

I know of no one, of no teacher whose influence is molding

the character of her scholars, was greater, deeper, more lasting than was that of Miss Helen M. Thompson; of no one who so thoroughly became the friend, the confidante of those committed to her charge. Hers was an influence that went with them out of the school-house, into and through their lives.—

All her impulses were noble, all her deeds were good.

For very nearly half a century she taught in the schools of our city, part of the time in the Rincon Grammar School, but most of the time in the Girls' High School. She gave the best that was in her to her work and left her impress upon it.

How bright, how genial, how considerate she always was! She never grew old. The years but breathed upon her as they passed her by. Her hair was frosted, but her heart—her sympathies were fresh and young—were ever with the young.

During the course of the many years it was my privilege to be associated with Miss Thompson, I never knew her to refuse a helping hand, whether for the best interests of the School Department or in giving aid to some needy soul.

There were but few, if any movements carried on for the betterment of conditions in our schools, in which she did not take a deep interest and frequently a most active part. Altho' her exceeding modesty prevented her coming prominently to the front, her best energies were at work for the object to be accomplished, and few knew or realize how much was done by her in the years which have gone by. The Occidental Kindergarten of San Francisco owes much to Miss Thompson. She took it under her fostering care when it was a poor, weak, struggling infant, and nurtured and tended it until it was able to maintain itself.

Her charities were numerous, but absolutely unobtrosive. She was a teacher, a guide, a friend in the highest, noblest, truest sense of the word. She was one who taught more by example than by precept; one who builded up character, intellect, soul; one who trained hearts as well as heads. Her personality charmed and endeared her to all who were privileged to know her intimately. Her intellect and ability were of the highest order and commanded the highest respect. Such a teacher as was Helen M. Thompson is born, not made.

One never thought she would die. She seemed to be the incarnation of the spirit of perpetual youth—but she is not

dead—she has only gone before and may we all meet her in the Great Hereafter, where partings are unknown.

Resolved: That we, her fellow teachers and devoted friends, give this expression to our sincere love and deep regard for our late colleague, Miss Helen M. Thompson. That we shall miss her from our Council, shall miss her from our lives. That we appreciate her noble character, her thorough work, her loyalty, her steadfastness. That we sincerely trust that the seed she has sown in the hearts and souls of those who were her colleagues, her scholars, her friends, may bear fruit worthy of her.—Let each of us try to be better, to have higher, nobler, broader ideals, less selfishness and more humanity, because we have been permitted to know Miss Helen M. Thompson. Then will she have not lived in vain.

Resolved: That a copy of this resolution be sent to her brother, Major John Thompson, Andover, New Hampshire.

MARY PRAG.

Book Notes.

"The Beginner's Printer" is a book which will appeal strongly to children in the first grade. It is made up of the thoughts and activities especially dear to them—simple stories, Mother Goose rhymes, folk tales, dialogues, and the like. Other valuable features of the book are phonetic drills, action sentences and suggestions for seat work. Published by Houghton, Mifflin & Co. Price, 25 cents.

Umphrey's "Spanish Prose Composition," by G. W. Umphrey, Asst. Professor of Romance Languages University of Cincinnati. The aim of this book is to offer interesting material systematically arranged for translation, composition and conversation in Spanish. It is intended for students who already know something about the essential principles of the Spanish language. Published by the American Book Company. Price, 75 cents.

"The Boy Geologist," by Prof. E. J. Houston, author of "The Young Prospector." The first thing about any story is the story, and Professor Houston has a real story to tell. It is a boy's story, but its characters are real boys, and should be as delightful to elder readers as they are sure to be to the younger ones. The boy geologist and his chum, who has a strong liking for chemistry, are students in a big boarding school near Philadelphia, and their adventures are woven together into a texture that cannot fail to hold the attention of whomsoever begins the tale. Besides this, however, the author is well

justified in the hope, expressed in his preface, that those who read, "while endeavoring to understand the difficulties of the boy geologist and his companions, . . . will unconsciously gain no little information on this branch of natural science." The book is a valuable contribution to juvenile literature. Published by Henry Altemus Co. Price, $1.00.

"Another Fairy Reader," by James Baldwin. This latest addition to the popular series of Eclectic Readings is designed for use in middle and lower primary classes. Written in Dr. Baldwin's charming style, the tales are from various sources, and represent the fairy lore of various peoples and countries. Without being too didactic, they teach the children lessons of kindness, cheerfulness, helpfulness, and courage. The illustrations are numerous and unusually attractive. Published by American Book Co. Price, 35 cents.

"How To Invest Your Savings," by Isaac F. Marcosson. This little book is based on the articles which appeared in the Saturday Evening Post of Philadelphia entitled, "Your Savings." The wide interest they aroused among investors and prospective investors all over the country encouraged the author to present them in this more permanent form. Their sole purpose is to enable the man or woman with savings to become acquainted with the facts essential to safe and intelligent investment. Published by Henry Altemus Co. Price, 50 cents.

S. M. Swinnerton has written an article for the Salinas Index on the establishment of the Polytechnic School in which he says it was instituted by a desire to graft and incidentally mentions the San Diego Normal was instituted on the same basis. The editor of this Journal drafted the first resolution of endowment of the budget of the State Normal School of San Diego, and knows that Mr. Swinnerton's statement is incorrect. The fact that a man wants to sell or trade or transfer to the State of California land and buildings is not a prima facie evidence of graft. In the San Diego case the real estate offered free 16 acres of land and $50,00 worth of buildings, and they knew that a crop of normal school girls would not be of as much value commercially as a crop of lemons and oranges on the 16 acres campus. Mr. Swinnerton is a pessimist

---

One thing that makes teaching very hard for some teachers is that they do not allow themselves to be natural. They cherish a false idea of school-room decorum, and keep their nerves at a tension six hours a day. No wonder, that after this strain, they are tired every night. No wonder they are always wishing for Friday.—*Canadian Teacher.*

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Normal Documents.

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Muscio, Lillie Susan	San Luis Obispo
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Rummelsburg, Florence	Colusa

Western School News.

Meetings.

The California Teachers' Association will meet at San Jose December, 1908. Fred T. Moore, Alameda, President.

Northern California Teachers' Association, Marysville; F. E. Freeman, Yuba City, Cal., Pres.

Southern California Teachers' Association will meet December, 1908, at Los Angeles. Duncan Mackinnon, San Diego, President.

National Educational Association, Cleveland, Ohio; E. G. Cooley, President, Chicago; Irwin Shepard, Secretary, Winona, Minn.

NOTES

The pupils of public schools of Los Angeles are preparing an exhibit for Edinburgh, Scotland.

Supt. Dewitt Montgomery of Sonoma County has engaged Prof. David Rhys Jones, Supt. Hyatt, and David Starr Jordan for his institute which will be held in April.

State Superintendent of Public Instruction Hyatt has just issued a circular in regard to the annual examination for high school teachers. The date of examination for 1908 has been fixed for April 23d, 24th, and 25th. Examinations will be conducted simultaneously, if there be candidates, at Chico, Berkeley and Los Angeles, under the direct supervision of the following committee of the State Board of Education: C. C. Van Liew, State Normal School, Chico; A. F. Lange, University of California, Berkeley; J. F. Millspaugh, State Normal School, Los Angeles.

All applicants for examination must register with the Superintendent of Public Instruction, Sacramento, California, not later than five days previous to the examination (April 18, 1908), stating at which of the three places they propose to take the examination. With such notice, each applicant should send a fee of five dollars, which will be used to defray the expenses of the examination. Upon request to the office of the Superintendent of Public Instruction, a blank will be sent prospective applicants, which they should fill out and return with the fee required.

President Stubbs of the University of Nevada is building a home at Pacific Grove.

F. M. Lane of Fresno has been selected by the Audubon Society to address the various institutes in the San Joaquin Valley on California birds.

The School Census will be taken between the fifteenth and thirtieth of April.

The San Diego County Institute will be held April 13th to 17th. Prof. Leslie of Los Angeles, Supt. Adrian of Santa Barbara and others have been secured as instructors.

The election of school trustees will be held on the first Friday in April.

Pres. M. E. Dailey of the State Normal School of San Jose left for the National Convention of Superintendents, Washington, D. C., February 17th. Pres. Dailey, Dr. Schallenberger, Frank B. Cooper of Seattle, E. C. Moore of Los Angeles, President Chamberlain of Throop are among those in attendance. Pres. Dailey will accept invitations to visit the State Normal Schools of Colorado, New York, New Jersey, and other states.

Mr. E. D. Burbank, Dartmouth, '90, has been transferred from Iowa to this State, by Ginn & Co., to take up the work left by Mr. A. E. Shumate. He has located in Los Angeles and has already made many friends in this State.

Dr. Jesse F. Burks, Principal of the City Training School of Albany, New York, has just been appointed to take a tour of inspection of the Philippine Islands with Commissioner Dr. David P. Barrows, to confer with him in regard to the educational policy of the Islands, especially the organization of industrial instruction in the schools.

Mills College will discontinue the preparatory department and will hereafter only receive pupils that are prepared for the higher branches.

Governor Gillett has arranged to deliver an address at the dedication of the John C. Fremont High School at Melrose, April 10th.

It is reported that the Western Federation of Miners has made a demand that Superintendent Pruitt of Reno, Nevada, leave the State. Superintendent Pruitt was mixed up in the Cripple Creek disturbance.

The Rugby Academy, Berkeley, has failed, due to financial conditions.

Tree planting is now in order. The trustees of each school district wherever practical should endeavor to have trees, flowers and shrubs planted in the school grounds.

Riley O. Johnson of the Chico State Normal School has been engaged to deliver two courses of lectures on agriculture at the University of California summer session. Prof. Johnson is a practical institute lecturer and has subjects of an appropriate nature.

Mlle. Elichabe of the Department of Education, France, is visiting California as a special representative of the government, studying the conditions of our schools.

Plans are being completed at Pasadena to build Throop a series of buildings costing between two and three million of dollars.

The Mexican government presented E. C. Moore of Los Angeles, as a mark of appreciation for his plan of a proposed National University, a beautifully engraved Aztec Calender discovered by Cortez.

TEHAMA COUNTY NOTES.

At the recent meeting of the supervisors, several minor changes were made in boundaries. An effort is being made to form a new district out of Red Bluff and Rawson. Eugene M. Knight was added to the Red Bluff corps about Christmas. Principal F. L. Greene has been doing good pioneer work along the advocacy of manual training. He had Richard Boone talk to the city in November, and has kept the matter before the people since. "The Tehama County School Journal" is a novel adventure, by Mr. Lucas, of Red Bluff.

J. D. Sweeney is agitating the adoption of a fifth class charter by Red Bluff and the organization of a city school system. This would be a step in the right direction.

Early in January, Manton enjoyed the excitement of a school lawsuit, growing out of the election of two teachers and the holding of one section half a mile from the old school, there not being room there. A patron sued to see why the trustees should not be compelled to teach all grades in each place instead of the upper in one and the lower in the other. The patron lost the case.

Miss Fish is proving herself to be an able official. She has the confidence of the teaching force and the support of her Board of Education in all pertaining to the welfare of the schools.

WHAT PLUMAS COUNTY IS DOING EDUCATIONALLY.

Last fall the people, generally, as well as the teachers, seemed roused to realize the necessity for a High School in Plumas County. For a while there was talk of a County High School, but now the people of the different sections are taking hold of the matter.

The schools of Sierra Valley, five in Plumas County and five in Sierra County are circulating a petition for the formation of a joint Union High School District. These ten schools have a total census of four hundred and fifty children.

In the northern part of Plumas ten districts with three hundred census children are talking of uniting to form a Union High School.

Whether these High Schools materialize time only will tell. One thing, however, is certain, the people are roused to the importance of giving their children a chance for a higher education and in all probabilities in a few years we will have one or more High Schools.

The Supervisors at their last meeting passed an order for the establishment of a new School District to be known as the Squirrel Creek School District. The new school is situated on the line of the Western Pacific Railroad. The people have already built a school house and purchased some furniture.

Out of the twenty-nine teachers employed in the county fourteen have had higher training outside the county. The other fourteen studied by themselves and took the county examination.

WHAT IS THE TEST OF A GOOD ARITHMETIC?

I. In General: The merit of a given arithmetic depends upon its conformity to well recognized standards of measurement in these essentials: (1) plans; (2) method; (3) material; (4) gradation; (5) mechanical make-up.

II. The Ideal Arithmetic: (1) It must be correct as to plan. What is "correct" is no longer a debatable question. It is neither the arbitrary spiral nor the obsolete entire-subject treatment. The one makes divisions that do not naturally exist; the other ignores both the powers of the child and the correlation of processes. In the first book of a series there should be a reasonable recurrence of topics, with the addition of new steps and related processes as the pupil advances. The upper books should be topical within the grade, the order of topics conforming to the development of the child, the more difficult subjects treated finally late in the series. The reviews should be full and frequent.

(2) The **method** must be pedagogical. The development work must be scientific and thorough. It must lead the pupil into a proper understanding of each new principle or process. The treatment must be rational, teachable, and practical.

(3) The **material** must be well balanced. It must contain an abundance of oral exercises. There must be a profusion of abstract drill exercises in order to fix number facts in the mind and to establish number habits. There must be many problems and they must be those included in the child's interest and experience. It must be rich in helpful devices. It must provide full reviews.

(4) In **gradation** it must be definite. The material prescribed for a given grade must be clearly adapted to the average child of such grade. The preparation for any given step must be tangible. Nothing may be taken for granted. The treatment must grow harder gradually and certainly.

(5) The printed page must conform to hygienic standards. The books must not be unduly cheapened in paper or in binding to meet a certain price. It must be well made, attractive, wearable.

The teacher or school official in California who writes and sends us before April 15th the most logical and scholarly application of the above test to the Smith **Primary** and **Practical Arithmetics** showing most conclusively wherein these arithmetics meet the high standard outlined above—will be given a complete set of the Hudson Shakespeare, 23 volumes—one play in each volume—cloth bound, list price 45 cents each.

The writer of the second best reply will be given Hudson's "Life, Art and Character of Shakespeare," cloth, price $4.00.

All communications should be addressed to the **Publishers of the Smith Arithmetics** and **Hudson Shakespeare.** Ginn & Co., 717 Market street, San Francisco.

OF INTEREST TO THE TEACHER.

Within the past sixteen years there has sprung into existence a very important factor in educational development, which because of its comparative newness its usefulness is often overlooked.

To the teacher fully embarked in her teaching profession before having completed a thorough training in her work it would be well to know something about it.

I speak of no other than the International Correspondence School. Their instruction to teachers embodies the latest advances in pedagogic science. Three courses are offered; namely, the Teachers' Course, Course in Methods of Teaching, and Teachers' Special Course.

Their course in methods of teaching provides instruction in the best modern pedagogical method. It is intended for all persons that desire to increase their efficiency and advance their grade as educators.

To each one of these courses a reference library is furnished to the teachers. It contains the instruction papers and other matters necessary in completing this course.

William B. Ridenour, A. M., Principal of the School of Pedagogy, is a graduate of Bucknell University; he has been connected with several important Eastern Institutions as a Principal. He is also a writer for several educational publishing houses of New York City.

THE ONLY WEBSTER'S DICTIONARIES.

There is cause for universal rejoicing over the notable triumph of the G. and C. Merriam Company of Springfield in their latest lawsuit with those who would reap the fruit of their matchless labor illegally and, to our thinking, disreputably.

No publishing house has ever rendered the cause of education such distinguished service in any distinctive line as have the Merriams in their development of the Webster dictionaries. Into this work many fortunes have been put. The original Webster's dictionary is no more like the present than a candle is like an arc light, and the transformation has come through several enlargements, recastings, and evolutions. In the employment of master minds vast wealth has been expended, while into the plates almost limitless thousands have gone.

No other publishing house in America has ever conceived the idea of revising a great dictionary so regularly and constantly as have the Merriams.

But there have been those who have repeatedly sought to rob them of the fruit of their investment of brain and capital by imposing upon the public a valueless and, sometimes, scandalous style of dictionary under the name of "Webster."

Fortunately the school officials are usually sufficiently intelligent and alert to protect pupils from these impositions, but sometimes they catch the very elect nodding. This last lawsuit and the glorious victory of the Merriams ought to help all school officers to avoid

everything with the name of Webster that has not also the name of Merriam.

The following is the Associated Press account of the decision:—

"Washington, February 3.—While deciding the case of the United Dictionary Company versus the Merriam Company, involving the question of copyright of a well-known dictionary in favor of the Merriam Company, the supreme court of the United States today dealt with the question whether one publisher who publishes in the United States a copyrighted book containing due notice of copyright can be protected against infringement if he publishes the same book in another country.

"The United Dictionary Company undertook to reproduce the dictionary from a copy bought in England, where the Merriams published their foreign edition. The latter company sought to enjoin such a course.

"The suit was brought in the United States circuit Court for the northern district of Illinois, which granted a temporary injunction to permit the settlement of the case by the supreme court, and at the same time dismissed the bill. The United States circuit court of appeals affirmed the verdict. Today's opinion was delivered by Justice Holmes and affirmed the decision of the lower courts."

The "United Dictionary Company" is only one of several names under which spurious or illegal "Webster's" dictionaries have been issued.—W. N. E. J. of Education.

School officials and teachers should not use books that seek a market by deception. The G. & C. Merriam Co. has spent years in building up a reputation for the name of Webster. It belongs to the firm. The decision, however, applies to all publications. The trustees and Boards of Education and teachers should buy only the genuine books.

Literary Readings is a volume of complete British and American masterpieces of English, selected and edited expressly for use in the seventh and eighth grades.

The book is planned to furnish material for an introductory course in literary study. In a way it is intended to bridge the chasm between the series of regular reading books in the grades and the more advanced work done in high schools and academies. The ordinary school reader does not contain enough material for the final two years of the grammar grades, and frequently what it does contain is somewhat fragmentary.

In **Literary Readings** an effort has been made to bring together selections by standard writers of modern times which shall be representative of the best that has been produced, and at the same time interesting to the young student. Experience has shown conclusively that most of the great masterpieces are, at least in some phases of their study, interesting even to children.

If passages here and there are not understood, it still remains true that a child will carry away more valuable impressions from reading a story like **The Great Stone Face** or a poem like **The Vision of Sir Launfal** than from a dozen books "written down" to his supposed mental condition.

The selections in every case have been given in their **entirety.** Accuracy of text has been aimed at, and, except in case of obvious error, **no liberties have been taken with the author's language or punctuation.** Very often the version of a poem given in the reader is the only one the pupil ever sees, and it is important that he have the real poem and not some mangled copy of it.

The book contains an interesting biographical sketch of each author, giving in outline the essential facts regarding his life.

The notes are grouped in three sections: (1) **Introductory,** which gives the occasion and circumstances under which each selection was written. (2) **Explanatory,** which clears up any allusions or difficulties in the text; and (3) **Study Suggestions,** given in the form of questions interpreting the spirit and meaning of the selections.

The book is illustrated with fifteen full-page portraits of great authors. It can be used to supplement any series of school readers.

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The Baldwin Piano Co., corner of Van Ness and California, San Francisco, have an announcement of a fine new organ specially suited for schools. If you need a school organ write to "The Baldwin Piano Co.," corner of Van Ness avenue and California street for circular.

The Ocean Shore R. R. are offering prizes to the extent of $1800, free to pupils of private and public schools, for the best essay on Bonds are Safer than Stocks, and Ocean Shore Bonds are the Best Investment. A full page advertisement of Ocean Shore Bonds appears in this issue. Write to Ocean Shore Railroad Co., 64 11th street, San Francisco, Cal.

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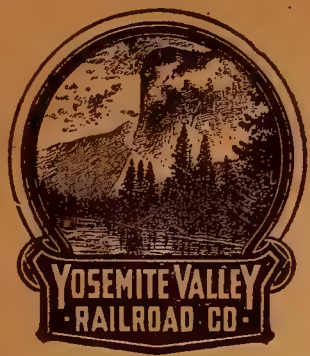

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The Western Journal of Education

APRIL, 1908

EDITORIAL

Punishment and Children.

There has been a somewhat general discussion of the old question of corporal punishment in this country within the past year. In a number of cities where rules or laws forbid the use of corporal punishment there has been an agitation for a limited revival of the power to inflict corporal punishment in certain cases and under certain conditions. It has been argued by those in favor of it that, while never to be used as a means of retribution, it is nevertheless at times a means of salvation, especially in the case of boys. Society has never been able to dispense with the necessity of laying hands on certain individuals for the good of the state, and the schools, which are preparing for social life, should not be compelled to dispense entirely, during the growing and formative period of a child's life, with what is often the means of saving a boy from going to the bad.

The discussion has been particularly strong and partisan in New York City, where for years a rule of the Board of Education has forbidden a teacher to lay hands on a boy or girl under any circumstances. The city is largely a foreign city, and children coming from European countries where implicit obedience is demanded, find on arrival on this side a land where obedience to law and authority is more frequently not given than given. The result is a somewhat violent breaking away from traditions of their fathers, and the school has to bear the brunt of this revolt from authority. In an essentially foreign city such as New York this has been particularly marked for some years. Pupils of wayward or vicious tendencies have been able to do almost whatever they wished and know that the punishment they would fear most could not be administered. Many cases are on record where teachers have been shamefully treated, talked to, hooted at, kicked and

cursed, with no recourse available other than to talk to the pupil about it or to suspend or expel him. Talking does little good under such circumstances, while suspension or expulsion only turns the boy out onto the streets to become worse. Eventually society is compelled to take him up and place him where he can do little harm.

The discussion of the past five months has brought out many points of view, many strong arguments for and against a change, and much very sentimental reasoning on the part of those opposed to the use of the rod under any circumstances. Rarely has New York been so worked up over a school question. The press have exploited the subject, and nearly every civic association and club in the city have passed resolutions on the subject. Even the Board of Aldermen passed resolutions against restoring the use of the rod, and even the Mayor delivered himself on the question. The men principals were generally in favor of a limited return to corporal punishment, but the women principals were generally opposed to it. The Board of Superintendents were opposed to the restoration, preferring present evils to what might come with the use of the rod restored. Finally the Board of Education appointed a special committee to thoroughly investigate the question, and they reported at some length and in favor, unanimously, of the restoration of corporal punishment. Then the Board of Education took up the report, and disapproved of the report of the special committee by a vote of 21 to 17.

* * *

In sharp contrast to this attitude we reproduce an editorial which appeared in the San Francisco Chronicle on the morning of Thursday the 19th of March, written with the somewhat remarkable attitude of certain students at Stanford University in view. The article is also applicable to our public school problem, and states some well recognized principles of action in a very forcible manner.

"Those exhibitions 'of exuberance of youthful spirit' which take the form of getting drunk, stealing signs and chickens, breaking up public entertainments, smashing windows, noisy intrusion into public edifices, insulting howls at college authorities or their families, when indulged in by rowdies who happen to be in college, should be dealt with precisely as similar exhibitions are dealt with in the slums. The rowdies should be run in by the constables and dealt with by the police courts.

A college rowdy or loafer does not in any way which the law or public sentiment can recognize differ from the rowdy or public loafer in the slums. As for annoying, disagreeable, and lawless students no university ought to bother with them a week. A university is not a reform school. It is an establishment supported either by the state or by some private benefactor for the benefit of young men and women who wish to learn something. The members of the faculties are not there to bother their heads in trying to enforce orderly or gentlemanly conduct, and if in any student body there are individuals who make trouble by unruliness, they should be incontinently dumped out. And if those who are at any university do not like its regulations, let them clear out and find some other university which suits them better.

"The curse of America is its lack of discipline. In the family, the school, and the college youngsters grow up to do as they please. There is a mawkish sentiment which is evidence of degeneracy and which prevents the old-fashioned, wholesome enforcement of authority among children and youth. It is not good for society and it is not good for individuals. In every family and in every school it is desirable to have some stringent regulations, if for no other reason than having them complied with. The best foundation for character is the habit of submission to authority, and the time to acquire that habit is in childhood and youth. None have ever become so competent to wisely direct as those who have first learned to obey. The looseness and instability of family discipline and in the insistence of silly and inefficient parents that the same looseness of discipline shall be carried into the schools, from which it easily extends into the colleges. The fledgeling in college will turn out a much more useful member of society if he is made to behave himself or clear out."

Ellwood P. Cubberley.

The public library forms one side of a grand trinity as a means of public advancement; the library, the school, and the church. Its base, the public school; the church, with its moral teachings, and care for the spiritual man, forms one of the sides; the public library forms the other, by its board and general training of all classes and sects.—*Melvil Dewey.*

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SAMUEL T. BLACK.....President State Normal School, San Diego
FREDERIC BURK.....President State Normal School, San Francisco
EDWARD HYATT, Secretary of Board.....
.....Superintendent Public Instruction, Sacramento

Little Talks by the Way.

(Under this head Superintendent Hyatt will try to give some account of what he sees and hears and thinks in traveling about officially among the schools of California. It will be somewhat hasty and ill-digested, being jottings on the road. It will deal with personal experiences, and so may look egotistic. It will be subject to frequent change of opinion, and will seem inconsistent. It is done as a free and easy means of communication between the school people of the State and the central school office. If it provokes retort or comment, that will be printed, too, provided that it be brief and interesting.)

Time's Mutations.

Only a short year has gone by since the present corps of County Superintendents took office for a four years' term; yet there have already been no fewer than six changes in the list.

Superintendent J. A. Scott of Yuba County resigned to go into the newspaper business; and the Supervisors appointed E. T. Manwell to take his place. W. R. Carpenter of Orange County resigned for causes unknown to me, and his place was filled by the appointment of R. P. Mitchell. Imperial County has been cut from San Diego, and its Superintendent is J. E. Carr. The other changes are in name only, not in persons; and what's in a name? a rose by any other name would smell as sweet. Miss Belle Smythe of Merced married Mr. Gribi, a comfortable farmer; Miss Effie Persons of Siskiyou married a handsome lumber dealer of that county, appropriately named Mr. Wood; and Mrs. Alida Leishman of Del Norte is now Mrs. Laduron of Del Norte. So wags the world along.

Hard to Eradicate.

There be those in our country who carp greatly at this tendency of women teachers to forsake the profession to get married. " 'Tis a shame," say they, "for the State to educate a woman in Normal School or College specially for a teacher and then to have the irresponsible critter deliberately go back on her obligations, forget her duty, abandon her life work, just to go off and get married!"

I never could subscribe to such sentiments myself. The marrying habit has been in vogue quite a long while, and it is not easy to eradicate it by lectures or education. Like eating and drinking, it is a more fundamental necessity to the race than any of the acquired traits. When a nice plump teacher marries some good steady fellow out in the country at the close of her first term, you never catch me standing around disgruntled and growling, no siree! I throw up my hat with glee, and execute several big steps, and chortle in my joy. And when another who has taught any number of years up to a hundred but who has not soured under the experience concludes to take in the clerk of the district or somebody else and run a school of one, why, I am positively delirious in trying to give them my blessing and wish them much joy at the same time. Nowhere can any man hope to find so well equipped and desirable a wife, as among the teachers. It ought certainly to be considered unprofessional conduct by any County Board of Education for one of their men teachers to marry outside the profession. It is an interesting and widespread social movement, this going of teachers from schools and cities out to the highways and byways, their marrying and settling down there, carrying education and culture and high ideals with them. It is a vastly larger thing, more extensive, than anyone would guess who has not had an opportunity to observe it widely for a period of years.

It is all right, girls. Let the good work go on.

* * *

Wedding of Our Own.

All this about marrying reminds me that we have a wedding of our own in the office force this month. Lawrence E. Chenoweth, our Text-Book Clerk, who was a teacher of Kern City, has just gone to marry Miss Sibyl Curran, a teacher of the same city. Of course she didn't teach so very long—I

think it was three days, as a substitute—but that doesn't matter, she is duly certificated, and the wedding is an educational event. The whole office has been very much engrossed in it for several months, has worked by day and dreamed by night in planning to have everything go off in proper style, to have the new home fitted up correctly, to have a thousand details arranged. What a dreary desert our life will be, now that 'tis all over, and nothing left to think about! Well, they are fine young people, and here's to their long and happy life.

* * *

Ha! Ha! Ha!

That's what we all said in the office when the State Printer sent us the new blanks for the Temporary Certificate, for County Superintendents to use. It made us laugh because it was so simple and little as compared with the old form. It is of a size with an ordinary bank check or receipt, has no repetitions in verbiage, has all blanks to be filled by pen arranged in vertical column to avoid eye strain.

Doubtless it will strike some of the brethren with a shock to see the loss of size, dignity and formality. But after they've used it awhile they'll see the error of their thoughts. The temporary certificate is very temporary. It never leaves the Superintendent's office, is of no particular significance, and should be reduced to the barest skeleton of absolute essentials, so as to make the least possible labor for the office. The Superintendent should use his time to more vital advantage to the schools than sitting in his office, laboriously writing up formal and dignified documents about nothing.

* * *

Home Grown Tea.

We have a very interesting bulletin from the U. S. Department of Agriculture with this title. It shows that experiments in tea growing have been carried on in South Carolina and Georgia since 1851. The largest plantation is near Summerville, S. C., belongs to Dr. Charles U. Shepherd and contains 100 acres. It yields about six tons of dried tea per year. The tree is a very handsome ornamental shrub with white and yellow blossoms. One tree will produce three ounces of dried tea in the season; fifty will yield enough for a family of nine

to have a cup each, every day in the year. The picking, rolling and drying of the leaves is very simply and easily done by children or adults and needs no other implements or accessories than those found in an ordinary kitchen. Much of the tea grown in China is in odd corners and waste places about the farms. It needs a temperature that never falls below zero and that seldom falls below 24 degrees, and a rainfall of about fifty inches.

* * *

U. C. Summer School.

Before another number of the *Journal* is printed, the bulletin of the Summer Session of the University of California will be issued, ready to send out by the Registrar, upon request. Many of the teachers of this State have attended the Summer Session before—some have the habit of attending, and it is a good habit to have. These have gained refreshment and inspiration; added to the fullness and happiness of their own lives, and made possible a yet higher ministry in their chosen work.

This year the Summer School will try to be more serviceable than ever before, offering almost as great a variety of courses as the Fall and Winter terms. As Dean Rieber states it: "The sole purpose of the Summer Session is to raise the educational standard of our coast by offering to the teachers opportunities for vacation study." The pleasant and convenient location of the University town will make the six weeks spent there a real vacation, too, with as many opportunities for social enjoyment indoors and out as can be had anywhere.

* * *

On the East Coast, too.

I have just received a bulletin of another summer session, to be held on the eastern coast of "these States"; about as far from Berkeley as it is possible to get. This is the Summer School of Agriculture, Industrial Art and Science, at Cape May, New Jersey. It is not as broad as our Summer School in the variety of its courses; but it is of interest as illustrating the growing demand that public education shall be practical; that it shall fit its pupils to do well their work in the world, hand-work and head-work together. The agri-

cultural work is under the supervision of Prof. Sampson, of the U. S. Bureau of Agriculture; the work in home economics has courses in household management and sanitation, as well as in cooking and sewing. And the situation of the school, like that of our own, is ideal for vacation study.

* * *

Federal Appropriations for Public Schools.

Another indication of the emphasis with which the people of this country are demanding that public education be practical, is the fact that bills are now pending in both houses of Congress, which provide for annual appropriations by the Federal Government, for the support of high school work in agriculture, manual training, home economics and kindred subjects. The House bill, introduced by Representative Davis of Minnesota, provides for annual appropriations beginning with July, 1911, to each State and Territory, not exceeding 10 cents per capita of population; this money to be spent for the support of distinctive courses in agriculture, mechanic arts, etc., in accordance with the provisions of the bill. And a further appropriation, beginning with 1908, is provided for the support of normal courses in these subjects in State Normal Schools. Uncle Sam is a practical gentleman; and he wants some teachers who are prepared to do good work in these directions ready to begin work as soon as the money is provided by the government.

* * *

The Exact Figures.

Observe from Mr. Wood's figures that the exact number of teachers in the State, all told, is 9,714. So that when I speak in mellifluous voice to "my flock of 10,000," you'll see it is not far from the official returns. It would cost $97.14 to send a postal card to each one to ask whether he reads the *Journal* or not.

* * *

Those Old Books.

Schools that have not an abundance of supplemental reading should make use of the obsolete State texts that were mentioned last month. There are a lot of the old Second Readers

(about equivalent to the ordinary *Third* Reader) that can be had for 5 cents each. The old Grammar (gray color) can be had at the same price. There are not many left of the History, First Reader and two Geographies, so they are 10 cents each. Cash must be sent in advance for all text-book orders.

* * *

Valuable Maps.

The United States Geological Survey has been for many years preparing exquisite topographical maps of different portions of our country. These portions are called Quadrangles and the maps of them are sold at the nominal price of five cents each. Some special maps on a larger scale are sold at ten cents. These maps are of wonderful accuracy and of wonderful detail, showing roads, elevations, peaks, waters, trails, springs, creeks and all other surface features with such particularity that a stranger can go through an unknown region with perfect confidence and understanding by means of them. It would be a fine thing for a teacher to get the quadrangle nearest the school and learn to manage it, read it, interpret it along with her children. The maps may be had of dealers or may be obtained by writing directly to the U. S. Geological Survey, in the Federal Building at Sacramento. They are printed on paper, which should be reinforced by pasting cheese cloth on the back, if they are to be much used. Before pasting they may be cut in sections, so the whole thing will fold nicely for the pocket. They are grand for a camping trip or a journey of any kind.

* * *

Story for Geography Class.

Here is a story that has the ear marks of authenticity. Read it and try to picture the reckless young adventurer in the California of long ago, riding his horse so free across the plains of what is now Kings County. How beautifully you can use this when you talk about earthquakes with your geography class; when you are leading them to see that earthquakes are just as natural and just as much to be expected as sunshine and storm, though less frequent; and that like sunshine and storm, they need to be provided against by making well-built houses that will not easily fall down, and by avoid-

ing tall chimneys and ornamental brick work that will readily topple over to kill people.

The story is by J. M. Barker of Bakersfield and was told to the Woman's Club of that city. I found it in *Historic Facts and Fancies of California,* a sizable paper-covered volume issued by the Federated Women's Clubs of this State, and sold by them. It is filled with such stories as this, from all over the State. The committee in charge of it is Mrs. J. A. Bunting of Centerville, Mrs. J. E. Thane of Niles and Mrs. F. A. Stuart of Palo Alto. I think the cost is seventy-five cents.

"In 1857 I was a young man of twenty-five, and for four years had lived on a cattle ranch through which Kings River ràn. Its source was near Tulare Lake. The only settlement between Los Angeles and Stockton, at that time, was the hamlet of Visalia; so neighbors were far apart.

"One morning in the month of November, 1857, I started out on horseback in company with an old Englishman, my nearest neighbor, to search for some horses of ours that had strayed away. We shaped our course to skirt the shores of Tulare Lake, between what is known as Cross Creek and Kings River. At this time Tulare Lake was a very large sheet of water, about one hundred miles in length by thirty miles in width at its widest place. For a couple of miles from the shore, the waters in the shallows were covered with burnt tules and other refuse matter unfit for use for man or beast, until a distance of two miles from the shore was reached.

"We knew that our horses would not drink from the lake, but there were sloughs and holes of water in depressions outside of the lake, where the water was clear and fit for use.

"To one of these water-holes, which was surrounded by a fringe of tall willows, we directed our course in order to look for tracks of our missing stock. As several of them were shod, we knew if we found the shod tracks that we were on the right trail.

"There was a keen frost, and when we reached the water-hole a thin film of ice was seen upon the water. I dismounted and led my horse by the bridle, and walked to the edge of the water. Just as I reached it, the ground seemed to be violently swayed from east to west. The water splashed up to my knees; the trees whipped about, and limbs fell on and all around me. I was affected by a fearful nausea, my horse snorted and in terror struggled violently to get away from

me, but I hung to him, having as great a fear as he had himself. Of course, all this occupied but a few seconds, but it seemed a long time to me. The lake commenced to roar like the ocean in a storm, and, staggering and bewildered, I vaulted into the saddle and my terrified horse started, as eager as I was to get out of the vicinity. I found my friend, who had not dismounted, almost in a state of collapse. He eagerly inquired, while our horses were on the run and the lake was roaring behind us, "What is this?" I replied, "An earthquake! Put the steel to your horse and let us get out of this!" and we ran at the top of our speed for about five miles.

"We observed several hundred antelopes in a state of the wildest confusion and terror. They ran hither and thither, creating a great dust, stumbling and falling over each other in mortal fear. It is their habit at this season of the year, while rearing their young, to congregate in great numbers for mutual protection from coyotes and other vermin; the males also herding in bands by themselves until the new grass starts.

"We returned next day and found that the lake had run up on the land for about three miles. Fish were stranded in every direction and could have been gathered by the wagon-load. The air was alive with buzzards and vultures eager for the feast, but the earth had acquired its normal condition.

"We can only imagine what the consequences would have been if a great city had stood upon the eastern shore of the lake."

* * *

For the County Superintendent.

A dozen times or more letters have come in asking for a list of good books to add to the Teachers' Library in the County Superintendent's office. Not feeling equal to making such a list, I wrote to a few wise and capable teachers, asking them to do so; and the results are given herewith:

List by W. W. Kemp, of the San Diego State Normal School.

"You will notice that the list is arranged in groups, and we believe that thereby it will be more helpful for the line of work that the teacher wishes to read upon. The largest group of books refers to the development of the child, and combines the best of modern ideas upon that subject. All the

books in this group are of such a nature as to be easily comprehended by the elementary school teacher. We have included also the best books that emphasize motor activity in the elementary school.

"Still another group deals with the socializing aspects of the classroom. Then follow groups relating to modern methods, and these are followed by several groups containing in a specific form some very helpful material for the various subjects of the daily program."

Author	Title	Publisher	Price
Barry	Hygiene of the Schoolroom	Silver, Burdett	$
Shaw	School Hygiene	Macmillan	1.00
Porter	School Hygiene and the Laws of Health	Longman, Green	1.25
Oppenheim	The Development of the Child	Macmillan	1.25
Tanner	The Child	Rand, McNally	1.25
Hall, G. Stanley	Youth	Appleton	
Tyler	Growth and Education	Houghton, Mifflin	1.50
Burbank	The Training of the Human Plant	Century Co	.60
Johnson	Education by Play and Games	Ginn & Co	.90
Kirkpatrick	Fundamentals of Child Study	Macmillan	1.25
Halleck	Education of the Central Nervous System	Macmillan	.90
Oppenheim	Mental Growth and Control	Macmillan	.90
Horne	Psychological Principles of Education	Macmillan	1.25
Bagley	The Educative Process	Macmillan	1.25
O'Shea	Dynamic Factors in Education	Macmillan	1.25
Thorndike	Principles of Teaching	Macmillan	1.25
Dewey	The Child and the Curriculum	Univ. of Chi. Press	.25
Gilbert	The School and Its Life	Silver, Burdett	1.25
Bagley	Classroom Management	Macmillan	1.25
Wilson	Pedagogues and Parents	Henry Holt & Co.	1.25
Smith	The Evolution of Dodd	Rand, McNally	.60
Winterburn	Methods in Teaching	Macmillan	.90
Lukens	Fifth School Year	A. Flanagan Co.	
McMurry	Course of Study in the Eight Grades	Macmillan	
Hunter	Elements of Biology	A. B. C.	1.50
Kellogg	Elementary Zoology	Henry Holt & Co.	1.35
Jordan & Kellogg	Animal Life	Appleton	1.20
Hodge	Nature Study and Life	Ginn & Co	1.35
MacClintock	Literature in the Elementary Schools	Univ. of Chi. Press	1.00
Arnold	Reading, How to Teach it	Silver, Burdett	1.00
Chubb	The Teaching of English	Macmillan	1.00
Smith	The Teaching of Elementary Mathematics	Macmillan	1.00
Kemp	History for Graded and District Schools	Ginn & Co	1.00
Gilbert & Harris	Guide Books to English	Silver, Burdett	.45
	Books One and Two	Silver, Burdett	.60

San Francisco State Normal Bulletins: No. 1, on Primary Language; No. 2, on Primary Arithmetic; No. 3, on Primary Reading.
San Diego State Normal School Bulletin on Humane Education.
San Francisco Course of Study for 1907.
Los Angeles Course of Study for 1907.

List by Superintendent E. Morris Cox of Santa Rosa.

"In replying to your letter of a few days ago asking for a list of suitable books for teachers, I am sending you the following list of books which I know are very suitable for teachers who really want to read something in line with their professional calling. I know they are this, because all of them have been used by our teachers in our Santa Rosa Teachers' Club. I might have included some others just as good, but I made it a point to include none that we have not actually used." Here is the list:

Author	Title	Publisher
McMurray	Elements of General Method	Macmillan
McMurray	The Method of the Recitation	Macmillan
McMurray	Special Method in History	Macmillan
McMurray	Special Method in Geography	Macmillan
McMurray	Special Method in Science	Macmillan
McMurray	Special Method in Reading of English Classics	Macmillan
McMurray	Special Method in Primary Reading	Macmillan
Carpenter Baker & Scott	The Teaching of English	Longmans
James	Talks on Psychology	Henry Holt
Warner	The Nervous System of the Child	Macmillan
Warner	The Study of Children	Macmillan
Bryant	How to Tell Stories to Children	Houghton, Mifflin

List by President Van Liew of Chico.

Author	Title	Publisher
McMurray	Special Method in Arithmetic	Macmillan
McMurray	Nature Study Lessons	Macmillan
McMurray	Special Method in Language	Macmillan
Chamberlain	How We Are Clothed	Macmillan
Chamberlain	How We Are Fed	Macmillan
Fairbanks	Practical Physiography	Allyn & Bacon
Corson	Aims of Literary Study	Allyn & Bacon
Corson	Voice and Spiritual Education	Allyn & Bacon

List of Miss Agnes Howe of the San Jose State Normal School.

"I enclose a list of several books as you asked me to do some time ago. I hope they may prove of some use. I think one of the very best things there is the last one given. It is profusely illustrated and would be invaluable in the schoolroom."

Author	Title	Publisher
Cabot	Every Day Ethics	Henry Holt
Barley	Nature Study Idea	Doubleday, Page
Bourne	The Teaching of History and Civics	Longmans
Brigham	Geographical Influences on American History	Ginn & Co.

Author	Title	Publisher
Doub	Topical Discussion	Doub & Co.
Dunn	The Community and the Citizen	Heath & Co.
Field	Fingerpost to English Literature	McClurg
Goodrich	First Book in Farming	Doubleday Page
Heilprin	The Earth and Its Story	Silver, Burdett
Hart	Essentials in American History	A. B. C.
Hough & Sedgwick	The Human Mechanism	Ginn & Co.
	The School Arts Book, Vol. 6	The Davis Press
Fairbanks	The Western United States	Heath & Co.

National Geographic Magazine, published by the National Geographic Society, Hibbard Memorial Hall, Washington, D. C. $2.50 per an.

To these lists I add a few books of my own selection:

Author	Title
Stephens	Phelps and His Teachers.
Stephens	Jean Mitchell's School.
Kern	Among Country Schools.
Hall	Aspects of Child Life.
Rousseau	Emile.

State Text-Book Committee

This is a standing committee of three from the State Board of Education. It has charge of all matters relating to the State Text-Books. Its Secretary is George L. Sackett.

The Secretary will try to use this department to bring his work in closer touch with the teachers of the state by recording each month the details that seem to be of general interest.

SACRAMENTO, California, March 10, 1908.

TO TEXT-BOOK PUBLISHERS:

The State Text-Book Committee of California hereby invites publishers of texts in Arithmetic, for use in *grammar grades,* to send sealed proposals for leasing the plates of such books, subject to the following conditions:

"——— whenever any plates, maps, or engravings of any publisher or author are adopted for use as hereinbefore provided, the State Text-Book Committee shall enter into contract for not less than four nor more than eight years, for the use of the same, and shall require a good and sufficient bond of the owner of such plates, maps, or engravings, guaranteeing that the same shall be kept revised and up to date as may be required by the State Board of Education."

The proposal to lease such plates should be a royalty proposition; that is, a fixed amount upon each volume printed and sold by the State of California. In deciding upon text

matter to be adopted the Committee will be governed, first, by merit; and secondly, where several texts are equal or nearly equal in merit, by economy.

The Committee expects these plates to be placed in the hands of the State Printer at Sacramento, California, at the cost and risk of the owners.

All proposals should be in the hands of the Committee by the fifteenth of April, 1908, and should contain bids on a four, six, and eight year basis.

The California State Series "First Book in Arithmetic" covers the work for the primary grades.

A text in Arithmetic to cover the work for the Grammar Grades *only* is under consideration.

You are further invited to send immediately (if you can do so without charge) one copy of each of the books you wish to submit for consideration and examination by our special readers and the members of the State Board of Education, to each of the following named persons:

J. F. West, State Normal School, San Diego, California.
Dr. F. B. Dresslar, Berkeley, California.
Inez Hancock, Riverside, California.
W. H. Baker, State Normal School, San Jose, California.
Supt. R. B. Haydock, Ventura, California.
Mrs. M. E. English, State Normal School, Los Angeles.
Leroy Armstrong, Mastick School, Alameda, California.
Dr. D. N. Lehmer, Berkeley, California.
Supt. Geo. Underwood, Eureka, California.
Governor Jas. N. Gillett, Sacramento, California.
Supt. Edward Hyatt, Sacramento, California.
Dr. Benj. I. Wheeler, Berkeley, California.
Dr. Alexis F. Lange, Berkeley, California.
Dr. C. C. Van Liew, Chico, California.
Dr. Frederic Burk, San Francisco, California.
Dr. M. E. Dailey, San Jose, California.
Dr. J. F. Millspaugh, Los Angeles, California.
Mr. S. T. Black, San Diego, California.

Briefs concerning books sent for consideration may be enclosed to parties named above, but *no Testimonials, Lists of Adoptions nor Criticism of any book must be sent.*

The attention of Publishers and Agents is called to the following resolutions of the State Board of Education which are still in force and effect:

Resolved, That all business, or discussion of business, between the State Board of Education, its Committees or members, and the Publishing Companies or their Agents, relative to the adoption of text-books, shall be transacted in open meeting of the Board or Committees, or by correspondent directed to the Committee or Board; and in pursuance of the spirit and intent of this resolution, be it further

Resolved, That any attempt on the part of representatives of these Publishing Companies to discuss said business matters with members of the Board individually, or with any Reader or Official in any way connected with said business, and any attempt to compromise, or in any other way, direct or indirect, to affect the independent judgment of any one connected with the selection of said text-books, shall be deemed sufficient grounds for the rejection from the consideration of any book or books submitted by the Publishing Company permitting its representatives thus to violate the intent and spirit of these resolutions.

Any information desired regarding matters mentioned above, should be secured through this office.

Respectfully,

STATE TEXT-BOOK COMMITTEE.

By Geo. L. Sackett, Secretary.

Figures from the Statistician.

Statistics are live and vital things when we learn how to use them. Mr. Wood is the Statistician of the Department of Public Instruction. He sends out the blanks, documents and official publications, receives the reports of teachers and superintendents, makes estimates and apportionments of school moneys; and then collects and tabulates the facts and figures about all these things. He will try to present each month some points derived from his work that will be of general interest to school people.

Apportionment of State School Funds.

Office of
Superintendent Public Instruction,
State of California.

Sacramento, March 7, 1908.

To the State Controller, County School Superintendents, County Auditors, and County Treasurers:

Gentlemen: Having received the following report from the State Controller showing that there is in the State

Treasury at this date one million five hundred thousand eight hundred sixty-nine and eight one-hundredths ($1,500,869.08) dollars of State school money subject to apportionment, I have this day distributed the same to the several counties of the State. See table below.

REPORT OF CONTROLLER.

HON. EDWARD HYATT,

Superintendent Public Instruction, Sacramento, Cal.

DEAR SIR: In accordance with the statement contained in my advice to you under date of January 6, 1908, in the matter of apportionment of money for support of Common Schools, I beg to advise you that a second settlement has been made by county treasurers for collections on first installment of taxes of 1907, and to report the following payments into School Fund:

Account property tax from counties	$1,367,955 67
Account property tax from railroads	97,154 28
Account balance interest on Funded Debt Bonds	35,759 13
Total amount subject to apportionment	$1,500,869 08

(One million five hundred thousand eight hundred sixty-nine and eight one-hundredths dollars.)

Very truly yours,

A. B. NYE,
Controller.

COUNTIES.	Number of Teachers Determined on Census on 1907.	Average Daily Attendance for year closing June 30,1907.	Total Apportionment.
Alameda	715.00	22,900	$147,750 80
Alpine	3.00	34	343 66
Amador	57.30	1,341	9,641 53
Butte	122.11	2,949	20,952 74
Calaveras	70.00	1,480	11,074 40
Colusa	45.91	1,019	7,478 30
Contra Costa	110.00	3,358	21,996 30
Del Norte	19.00	373	2,878 13
El Dorado	64.68	1,138	9,211 38
Fresno	251.71	8,341	53,257 09
Glenn	40.91	787	6,125 30
Humboldt	167.00	4,561	31,004 49
Inyo	23.00	454	3,495 06
Kern	103.00	2,468	17,586 96
Kings	48.81	1,578	10,151 80
Lake	45.27	783	6,387 06
Lassen	35.00	538	4,638 30
Los Angeles	1,226.76	44,869	278,326 90
Madera	42.07	816	6,328 73
Marin	84.15	2,355	15,875 45
Mariposa	27.36	440	3,712 32
Mendocino	155.28	2,799	22,412 10
Merced	76.71	1,691	12,443 60

Modoc	41.00	786	6,126 62
Mono	11.00	151	1,377 27
Monterey	127.25	2,740	20,352 27
Napa	77.42	2,071	14,180 12
Nevada	77.00	1,993	13,806 09
Orange	117.55	4,332	26,814 71
Placer	75.61	1,740	12,591 11
Plumas	28.00	462	3,851 26
Riverside	117.92	3,373	22,570 88
Sacramento	183.56	5,860	37,846 87
San Benito	49.39	823	6,829 24
San Bernardino	169.26	5,304	34,455 75
San Diego	229.82	5,423	38,868 41
San Francisco	1,107.00	26,765	190,085 09
San Joaquin	165.71	4,966	32,724 02
San Luis Obispo	124.00	2,694	19,939 18
San Mateo	78.17	2,175	14,691 01
Santa Barbara	107.37	2,792	19,308 96
Santa Clara	284.70	8,876	57,753 16
Santa Cruz	115.49	2,955	20,554 97
Shasta	127.00	2,055	17,287 99
Sierra	22.00	528	3,760 24
Siskiyou	105.00	1,952	15,419 00
Solano	102.65	2,786	18,979 62
Sonoma	219.57	5,675	39,332 58
Stanislaus	78.88	2,315	15,359 54
Sutter	40.00	854	6,365 10
Tehama	78.12	1,528	11,808 65
Trinity	25.00	332	3,080 40
Tulare	150.72	4,164	28,193 97
Tuolumne	54.00	1,318	9,327 58
Ventura	79.32	2,039	14,159 55
Yolo	70.27	1,822	12,613 61
Yuba	53.22	857	7,226 12
Totals	8,027.00	221,578	$1,500,713 34

Total number of teachers determined on census of school district, June 30, 1907	8,027
Rate per teacher on teacher basis to complete the $250 00 ($185 88 having been appropriated January 11, 1908)	$64 12
Rate per child on average daily attendance	$4 45
Total apportioned on teacher basis	$514,691 24
Total apportioned on attendance basis	$986,022 10
Total amount apportioned	$1,500,713 34
Balance unapportioned	$155 74

This money under regular conditions would have been apportioned in January, but the postponement of the collection of taxes by Act of the Legislature caused the delay.

The next apportionment of this year's funds will be made about the tenth of July, 1908.

Very respectfully,

EDWARD HYATT,
Superintendent of Public Instruction.

* * *

Poll Tax Collections.

Poll Tax goes into the State School Fund. At this season of the year the County Assessor and his deputies are abroad in the land inviting "Every male inhabitant of this State over twenty-one and under sixty years of age, except paupers, in-

sane persons and Indians not taxed. . . . " to pay a poll tax of two dollars. The law (Sec. 3839 of the Political Code) requires all male inhabitants to pay a poll tax of two dollars. Sec. 3861 of the same code reads, "The proceeds of the poll tax must be paid to the County Treasurer, as provided by law, for the exclusive use of the State school fund, and shall by such treasurer be paid to the State as other moneys belonging to the State. . . . "

The following table will show the amounts of money paid into the State school fund from the poll tax by the several countries of the State for the past five years and the total for the State. It will be noted by this table that there is a very great increase in this tax from year to year till the year closing June 30, 1907. At this time there was a falling off of $102,000 over the year before. There may be several reasons for this. One reason may be that there was a move in the Legislature to stop the collection of this tax. Many working people object to this tax very much. They seem to feel that the rich man gets out of paying it. Such is not the case in any sense. If the man with real estate does not pay this tax on time it is increased to $3.00 and added to his real estate tax which he must pay in the fall. He cannot get out of this tax. On the other hand many persons who pay no tax at all such as Japanese, Chinese, and travelers in general may be required to pay this tax.

No man who is interested in the education of the children of the State should be willing to class himself among the "insane, paupers or Indians" by refusing to pay this tax. Many people do not know that this money goes towards the education of the children. The teachers in the several schools of the State should take up the matter of training the children to remind their parents what this money is used for. Teachers can aid in giving a longer term of school by educating the the children on this point.

A recent decision of the Supreme Court annuls the law which pays the assessors 15 cents on each dollar for the collection of this tax. This is true in some of the large counties. This is an unfortunate decision as the collection of this tax is a great burden on the assessor and his deputies. The results show in such counties as San Francisco. There has been a falling off since this decision was rendered.

Should the law requiring a poll tax to be paid be repealed it will take from the State school fund nearly half a million

dollars. This must be raised by direct tax. This would add nearly four cents per $100 to the tax rate of the State.

Teachers and educational people generally should give out the information which is needed to prevent the passing of such a law and to aid the Assessors in the collecting of this tax.

Each County Superintendent of Schools should call the attention of the Assessor to this article and if possible give the local papers a statement pertaining to the collection of this tax.

Return Postal Exchange

(Once a month the Superintendent of Public Instruction will send a postal card question to the Superintendents of California, upon some important school matter that can be briefly and easily answered. The results will be put in this column.)

For the current month, the following card was sent to the County Superintendents of the State.

SACRAMENTO, Calif., March ——.

To the County Superintendent of Schools:

DEAR FRIEND.—One of the important movements in the educational affairs of this country is that for the consolidation of small, weak school districts into stronger, more enthusiastic organizations. A law permitting the formation of consolidated schools in this State under the name of Union School Districts was placed on our Statute books in 1903. It will be of interest to know what has actually been done in all California in this direction during the five years that the law has been in force. Therefore you are asked to fill out the blanks on the accompanying return postal and get it in the mail today.

Very cordially yours,

EDWARD HYATT,
Supt. Public Instruction.

The questions were as follows:

(1) What Union School Districts have been formed in country?

(2) Have these been successful and useful?

(3) If none have been formed, what is the reason therefor?

(4) If you have any decided views on this subject, please state them, using additional sheet if necessary.

(Signed) _____.

The results may be tabulated as follows:

Number of cards sent out.....55
Number of replies received.....40
(1) Counties having Union School Districts..... 7
Counties without Union School Districts.....33
(1 more in process of formation, 1 under consideration).
(2) Successful ..... 6 Unsuccessful 1
(3) See below for discussion.
(4) Superintendents favoring Union Districts.....26

The answers to question (3) were so various that it would be hard to tabulate them. In general, however, the opinion of the Superintendents seems to be that the people are not yet educated up to the point of cordial co-operation between districts. In some of the counties, physical conditions do not permit of union; the mountains prevent; but the principal reasons are jealousy of one district by another, determination to keep the school as near home as possible, fear of losing the value of the school property, too great poverty or timidity to assume bonded indebtedness. Several of the Superintendents are so thoroughly convinced of the usefulness of union districts that they are planning or already carrying out schemes for the education of the districts to which union would be beneficial; and those Superintendents who have union districts are among the strongest advocates of the system.

State Board of Health.

The State Board of Health is the highest official authority upon the promotion of health and the eradication of disease in California. Its Secretary is Dr. N. K. Foster with offices in the state capitol. With the object of giving to the teachers of the state the best ideas and the latest investigations of this Board, Dr. Foster will prepare something of public interest under this heading each month.

During the year 1907 there were 4,569 deaths from tuberculosis in the State of California. 4,569 lives sacrificed, for tuberculosis is a preventable disease, and probably not one of this great number but might have been saved had the effort been made early. It is worth while to think of this,

for the year 1908 will yield an equally large or larger harvest, to be increased the following year, unless we are up and doing. There is a good chance for any of us being a victim, for one in every six and one-half deaths is due to this disease. It spares neither rich nor poor, but makes its greatest ravages among the latter. Perhaps ninety per cent of those affected are among the poor, those who are overcrowded and underfed.

It is one of the most serious problems of the day how to prevent this terrible death rate. It must be done by educating the masses and instilling into their minds the fact that tuberculosis is both preventable and curable. They must be shown that practically all cases can be prevented and probably seventy-five per cent cured of those who have allowed themselves to become infected, providing they take the proper course when first taken ill. The doctrine of hope must be preached and the mind freed from the old idea that, once infected, death is sure to follow. Many can be saved, but prevention must be the watchword, and our best efforts directed toward that end.

The first essentials in prevention of tuberculosis are to improve the dwellings, workshops, stores and schools, and to elevate the general plane of living of the poor. The stores and workshops where many are crowded together, breathing and rebreathing the same air, often impregnated with dust composed of dried sputum and other filth, is a great exciting cause of the disease. Then if the unfortunate occupant of such a shop goes home to spend the hours of rest in a closed room there is little wonder that he finds himself on the decline and soon in the active stages of consumption. Our schools, I am sorry to say, often lay the foundation for the trouble, and should be watched carefully by teacher and school officials.

People must learn the value of fresh, pure air and sunshine and their power to prevent disease. There is an Indian adage that "The man who plants a tree before his house begins to dig his grave." In a figurative sense, we are all planting trees before our doors. We carry out the idea of beauty at the expense of health. Our modern houses are built with the idea of keeping out the air. Windows and doors are fitted with rubber strips to keep out the "awful drafts," and the windows are shaded lest the carpets be faded. The air and sun are kept out and an atmosphere results that is exactly suited to the development of tuberculosis. Our old fashioned

school houses with cracks through floor and window were not things of beauty or comfort, but far fewer cases of consumption resulted from them.

Teach your children to be regular in their habits, to eat only good nutritious food and to live in the open air and sunshine. In this climate it is possible to sleep in the open air the whole year, and there are few who cannot, at small expense, fix on porch or in yard a comfortable sleeping place. They would be surprised at the feeling of comfort and satisfaction they get from sleeping in the fresh air, and they would soon learn by experience that the danger from cold is *nil.* It is not in this way they are contracted, and indeed, it is the best way to avoid them.

Once a person has become accustomed to sleeping in the open air he will not willingly resume sleeping indoors. Those who cannot have outside sleeping quarters can still do well by having windows *opened wide.* Don't fear "night air." It is all there is and is purer than "day air," and a draft is only air in motion. It won't hurt you to sleep in it, if properly protected with clothing.

Every one cannot have the best of food, it costs money, nor can they control their places of labor, but most every one can have air in their houses. Those tenements which cannot get it should be condemned and torn down, for they are the cause of many cases of tuberculosis.

In case a person contracts the disease they should at once secure the aid of a competent physician. The patient nostrums which flood the market and hold out alluring promises of cure are worse than nothing. Most of them contain narcotics and stimulants, just what the patient does *not* need, and not only waste precious time but actually injure the patient.

Superintendent Preston Barr, *Kingston, Mass.:* The child has a native interest and curiosity in the processes of vegetable life, which, when stimulated by co-operation in a class or school, under intelligent direction, becomes a factor of incalculable value in his education.

Superintendent E. T. Fairchild, *Kansas:* The mechanical accessories of the school are not the important things. The great thing is to develop the character of boys and girls. Leave in the atmosphere of the room that you have heart power and sympathy for teachers and pupils.

Department of the California Teachers' Association.

Officers for 1907.

President	M. E. Dailey	San Jose
Vice-President	Philip Prior	San Francisco
Vice-President	C. E. Keyes	Oakland
Secretary	E. B. Wright	Stockton
Assistant Secretary	Robert A. Lee	San Jose
Railroad Secretary	F. K. Barthel	San Francisco
Treasurer	Fred T. Moore	Alameda

Officers for 1908.

President	Fred T. Moore	Alameda
Secretary	Will C. Wood	Alameda
Treasurer	Oakland Bank of Savings	Oakland

Board of Directors for 1908.

Terms expire December, 1910.

Fred T. Moore, President	Alameda
Miss Jessica Peixotto	Mills College
Alexander Sherriffs	San Jose

Terms expire December, 1909.

M. E. Dailey	San Jose
E. C. Moore	Los Angeles
J. W. McClymonds	Oakland

Terms expire December, 1908.

C. L. McLane	Fresno
A. F. Lange	Berkeley
C. C. Van Liew	Chico

Introductory.

The Board of Directors of the California Teachers' Association have entered into an agreement with Mr. Harr Wagner, whereby the latter is to publish the proceedings of the Santa Cruz meeting in three numbers of *The Western Journal of Education.* This number contains the first installment of the proceedings. According to an amendment to the By-Laws adopted at Santa Cruz, each member of the association is entitled to a copy of the journal of proceedings. Members will therefore inform the secretary if they do not receive their copies.

The San Jose Meeting.

The next meeting of the California Teachers' Association will be held in San Jose. The selection of this place of meeting was certainly a wise one as San Jose is centrally located, is easy of access and is able to accommodate the teachers comfortably. The next meeting of the association should therefore be the largest in its history. There are more than four thousand teachers within a radius of a hundred miles from San Jose and the officers will make every effort to induce every one of these four thousand to attend. Out of the nine thousand teachers in the State it is hoped to have at least five thousand at San Jose next December. Hundreds of the graduates whom the San Jose State Normal School has sent out into the teaching profession of California should be drawn back to their *alma mater* during this season. From the standpoint of numbers the meeting should certainly be an unparalleled success.

INSPIRATION IN NUMBERS.

There is inspiration in numbers. The distinguished educationists and the equally distinguished educators whom the officers of the association are planning to bring from the east to address the meeting should speak to every teacher in California who has need of a message. And what teacher has not felt the need of some message of hope and illumination and inspiration? The greater the meeting in numbers, the greater will be the message and the greater will be the results. Then, too, teachers have messages hardly less important for one another. These messages can best be delivered in the sessions of teachers' conventions. There is no means of communication, telepathic or telegraphic, wireless or otherwise, between the teacher in the newly-christened county of Imperial and the teacher in old Del Norte. The San Jose meeting will afford an opportunity for teachers from all sections of California to get together and form a clearing-house for ideas. There is little if any value in a gregariousness among teachers which finds expression only in social gatherings, but there is the highest value in a gregariousness which finds expression in broader social-mindedness, which tends to bring about a unity of spirit, a unity of effort, a unity of aspirations and ideals.

THE NEED FOR UNITY.

This unity is what the teachers of California most need. The very nature of the teacher's work is such as to demand that the teacher shall be a social being; that she should co-operate with her fellow-teachers; that she should profit by their thought and experience and that she should share her thought and experience with them. No teacher can live unto herself alone. Any attempt to do so results in atrophy of spirit in the teacher and in affliction to the pupils in her charge and keeping. The teacher can grow professionally only by growing with the profession. Hence she must either think the thought of the profession as expressed in teachers' magazines and in teachers' conventions or become a mere salary-drawing automaton.

PROFESSOR LANGE ON UNITY.

Professor Lange has well stated the purpose of the California Teachers' Association in his admirable address on "Our Adolescent School System" which appears in this number and which every teacher in California should read. The purpose of the association is "akin to that which brought together in 1787 the fathers of our constitution, a purpose capable of being stated much as they stated theirs: to form a more perfect union—of educational effort; establish justice— as to educational opportunities; insure domestic tranquility for the parts and for the whole of the State's educational institutions; provide for the common defense—against all enemies of the child-citizen; promote the general welfare—by taking steps toward increasing the wealth of the next generation and so perpetuate and multiply the blessings of liberty in an advancing democracy."

RELATION OF THE STATE ASSOCIATION TO DISTRICT ASSOCIATIONS.

The Teachers' Association of Northern California and the Southern California Association have done and will continue to do great things for the teachers of the northern and southern sections of the State. It is impracticable to expect that all the teachers of the State will gather in one meeting every year. In a State as large as California these district associations have a place, in fact they are indispensable. We must recognize,

however, that they can never take the place of the State Association. The State Association represents the unity of the teaching profession of the whole of the great State of California. There can be no unity if the State Association does not receive the support of every section of the State. What is needed is a federation of the district associations and the establishment of a proper relationship between these associations and the State Association. This is one of the problems which will be discussed at the San Jose meeting. In all the discussion, however, we must keep in mind that the California Teachers' Association stands for unity; that it affords the best opportunity for co-ordination of the parts of the school system, for correlation of thought and experience in professional matters and for concentration of effort tending to better the teacher, the schools and the rising generation. We have as much intelligence in the body of teachers in California as in any State in America but this teaching intelligence is not an intelligence which acts in unity. To the task of bringing about a spirit of unity and zealous co-operation the officers of the association are devoting every effort.

NO DISCOURAGEMENT BECAUSE OF CRITICISM.

This work of bringing about a spirit of unity and co-operation may be hampered by the tendency on the part of some individuals to raise petty issues in or after the conventions, but the work can never be completely checked even though some of the most zealous workers may be disheartened when they should be encouraged. We are not to consider these issues seriously, however; we should rather look upon them as growing pains in the association which cannot be cured but must be outgrown. In fact we may look upon them as good signs for they indicate that the association has reached the stage of adolescent growth characterized by a lively imagination of fancied ills and an impractical conception of "things as they ought to be." When we reach the stage of maturity we shall have outgrown the idea that the officers of the association are to be named by a "voice in the burning bush" and not in a really human way; we shall cease to listen for the "still small voice" or to wait until the spirit moves us to certain lines of action. We shall recognize that we are real men and women and that we must conduct the association in accordance with what we are. We shall still

despise the slate but shall distinguish between a slate and a legitimate discussion of candidates. It is time each individual were realizing that if two persons or groups of persons do the same thing, the motives of one cannot be construed as holy and the motives of the other as profane. Let us cease Utopian dreaming of an association in which there will be no speaking fair of one's friends; let us hasten the day when everyone will speak fairer of others and recognize that there is true worth outside the intimate circle.

SYMPOSIUM ON STATE ASSOCIATION AFFAIRS.

The California Teachers' Association has not always taken advantage of the experience of its ex-presidents in matters pertaining to it. These men have worked hard for the association and are interested in its future. They have ideas and ideals based upon their experience which they are willing to share with the members of the association. To them we may look for advice and inspiration. The President has planned therefore, to have in each issue of the proceedings a symposium by men who have been or are now connected with the association's management. It is hoped that each of the living ex-presidents of the association will contribute an article discussing what the association has done, what it is doing or what it should do for the teaching profession in this State. This number contains an article by ex-President C. L. Biedenbach. There can be no doubt but that this symposium will help to bring about a spirit of unity in the association and that the writers will interpret, as no one else can interpret, the traditions and ideals of the California Teachers' Association.

WILL C. WOOD.

* * *

Symposium.

THE STATE ASSOCIATION AND THE TEACHER.

BY EX-PRESIDENT C. L. BIEDENBACH.

The California Teachers' Association has passed through its stages of infancy and adolescence and is now in the beginning of its period of virility. For many years it was hard work to keep up interest or to follow any line of productive work.

A few veterans scattered up and down the State, filled with

conviction that the infant was worth the raising, did heroic work in nursing it through the various trials of babyhood. In those days travel to a meeting four hundred miles or even fifty miles away was not attended with any special comfort and hotel accommodations were anything but alluring. Little wonder then that attendance was small and limited almost exclusively to teachers in the immediate vicinity of the meeting place. Notwithstanding their many discouragements the educational leaders persisted in their devoted efforts. To them belongs the credit for keeping life in the deserving youngster.

There was much pioneer work of all kinds to do. There were poor text-books, poor teachers, poor methods, poor salaries; no educational system, no code of ethics, no professional spirit. All these defects and deficiencies it was hoped a state association would remedy; and, through its influence upon teachers and legislation, it was also expected to bring about a thoroughly organized state school system. Truly a great task and only those who have watched its work through the years can tell how much it has accomplished.

The present condition of education in California is so far in advance of that of fifty or even twenty years ago that it is difficult to recognize any resemblance. It would be extravagant to ascribe even the leading part in this development to the California Teachers' Association. To no one man or one organization can that credit be given. There have been so many contributing causes that it would require a volume to trace them. This much can be claimed, however: The California Teachers' Association has always stood well to the front in the march of progress. The best teachers have identified themselves with it and have shaped its policies. It has furnished the battleground for the advocater of different educational theories and has given weight and force to the leader in educational thought.

California has been fortunate in not having any tradition in educational theory or practice to overthrow. On this Western Coast the conflict between the old education and the new does not exist. For us that question is purely academic. It has been freely, even heatedly, discussed but not so much with a view to overthrowing bad practice as to beginning new ones aright. This is where the State Association has been of supreme benefit. It has furnished the power for discussion and the power for putting into effect.

The association has been hampered, however, by the lack of continuity in its official life. The active work of one set of officers, no matter how efficient, has rarely extended beyond the year. A new president would naturally take up a different series of problems and then in turn be forced to drop them half solved. The solution is often worked out in the minds of individual members and in the conference of smaller educational clubs. The impulse given at the general meeting may find its effect in a multitude of minor efforts brought to completion elsewhere. While much of the good work lives in this way, working through the spiritual back-ground of the organization, still that complete accomplishment, which a continuous official life makes possible has been lacking.

The recent incorporation of the association has removed this element of weakness. The association is no longer a one-man affair. A Board of Directors controls the management and the policy. A line of action can now be undertaken which it is known beforehand will take several years to carry out. Programs can be planned to run in connected yearly succession. Important speakers who cannot be secured for one year can be pledged for some time in the future. It is also possible to mature laws for the betterment of the schools with a view to introducing them to a legislature several years in the future. A body that can deliberate wisely and is not forced to hasty action will command the respect of law makers and the confidence of teachers.

Too much stress cannot be put upon the need of support of the association on the part of the individual teacher. So long as the workers in any particular line remain as separate units, so long will they work at cross purposes and lack the respect of the community. It is only through an organization, that has power to enforce right demands and can also be held responsible for the errors of its members, that individuals can occupy a position of dignity among their fellowmen and command respect.

The lack of such organization has been largely responsible for the low rank teachers have occupied among the world's workers. They should rank first. Surely no occupation is more worthy, no work more lasting in its effects. Teachers are coming more and more to a realization of their high calling and of their rights. Better preparation on their part is going hand in hand with evidence of recognition by the public.

Educational associations are leading both teachers and the public. To reap the harvest we need only a little unselfish devotion, a large loyalty to the cause, a hearty interest and a united effort. Can California teachers, realizing the great things to come, be lacking in sympathy with California's Teachers' Association?

PROCEEDINGS OF THE SANTA CRUZ CONVENTION.

December 30th, 1907, to January 3, 1908.

General Sessions.

The President's Address.

Dr. M. E. Dailey.

One year ago at the meeting of the California Teachers' Association in Fresno, a new Constitution was adopted and a Board of nine directors were elected and instructed to incorporate this Association under the laws of California.

As President it became my duty to incorporate and on January 17, 1907, the Articles of Incorporation were filed with the Secretary of State.

The benefits of incorporation were set forth by the chairman of the committee on new constitution which reported last year. They are:

1st. Better business standing of the Association.

2nd. Business-like management of our finances.

3rd. A continuity of work through a continuous management vested in a legal Board of Directors.

4th. Control of the program by the Association.

After the incorporation of January 17th, the first meeting of the Board of Directors was held January 19th. At that time the directors drew lots as provided for in the Constitution, to determine their term, with the following results:

J. W. McClymonds, E. C. Moore, and M. E. Dailey for three years. C. L. McLane, Fred T. Moore and C. C. Van Liew for two years, and A. F. Lange, J. H. Francis and E. B. Wright for one year.

At that meeting an auditing committee, composed of Dr. A. F. Lange and Supt. J. W. McClymonds was appointed.

The bond of the Treasurer was fixed at $2,500. All orders upon the Treasurer of this Association must be o. k.'d and countersigned by four members of the Board of Directors.

A meeting of the Board of Directors was held March 30th, at which time all books, moneys, etc., were turned over to the Board of Directors by the officers of the old Association.

The question has been raised, Can we in this State, have a real State Association? Will we not, from the very nature of things, divide up into northern, central and southern associations? To some extent, this is true, but after all, there is but one California Teachers' Association, and that is the incorporated state body that will always be recognized by the Legislature.

Much needed legislation may be accomplished by united action. Much has been accomplished and this can only be done through the State Association.

I received a letter three or four days ago from a friend of mine in the South. He complained that the South had not had sufficient representation on this program. My friend is wrong, although he is a gentleman, a scholar and a judge of good teachers. In this particular instance, he was very wrong. He said that of the more than two hundred names which appear printed upon this program, only eight were from the southern counties. I have not taken the trouble to count them; so I am willing to concede that his count is correct, but I wrote him that so long as he was in the counting business, that if he would take the trouble to look at the records, he would find that there were last year 1211 members of this Association, of whom twenty-nine were from the eight southern counties. That would be a little less than one-fortieth of the entire membership, so I wrote that some mistake had been made and that the South had nearly double the representation they were entitled to.

While I think that this Association should meet most frequently in the central part of the State, probably somewhere around the bay, the meeting should be held once in four years in Los Angeles. It does not seem advisable at present, that any meeting should be held in the extreme north.

It has been suggested that there be a Biennial Meeting of the State Association and that all the associations unite at this session;

That on alternate years each association, the Northern, the Southern and the Central hold separate meetings;

That the Biennial Meeting of the State Association be held during the holidays preceding the session of the Legislature.

This plan deserves the best thought of our members. It might be possible by this plan to increase the membership of the State Association and make it more efficient in bringing about much needed school legislation.

Nearly nine-tenths of the teachers in this State are women. The great majority of the members of this Association are women. It seems only fair that more women should be on our programs and in the Council of Education. At present, of the thirty-five elected members of the Council, only three are women. They should also have a representative upon the Board of Directors. But the women should not forget that increased representation means increased responsibilities and duties. They have been too apathetic; they have allowed us, the men, the privilege of running things. We are not to blame. However, most of us are in this work to stay. Most women art not.

The normal school with which I am connected will graduate 240 students this year. At least 230 of them are young women. How many of these expect to follow teaching as a life work? Possibly a dozen, probably none. Yet I believe it is a good investment for the State if they should not remain in the work more than three years, but the fact remains that those teachers who are in the profession, only until they are ready to take up their life work, will not be, from the very nature of things, as active as those who are in to stay.

The officers of last year suggested the idea that the annual proceedings of this Association be published in the form of a Quarterly. This idea was adopted by the directors at their first meeting. If its publication be continued, it will be necessary to amend the Constitution. At present, it is not possible to send the Quarterly through the mails as second-class matter. This makes a difference in expense of from forty to fifty dollars per issue.

I have been instructed by the Board of Directors to prepare an Amendment to the Constitution, which I shall introduce this afternoon, that it may be voted upon at the business session tomorrow.

It has been suggested that the Quarterly which has now been published as such for one year, should be issued once a month and that it should be made the official school journal of the State. This suggestion, to my mind, has much merit in

it. This Association can never be what it ought to be, and can never wield the influence that it ought to wield, until it has a secretary who can devote the larger part or all of his time to the interest of the Association. It is impossible to expect any Secretary to sacrifice his own business to the work of the Association. If the Secretary could be made editor of the official journal and devote all of his time to the work of the journal and to the securing of increased memberships to the Association, this California State Teachers' Association could be made a body of great influence and power in this State.

* * *

The Old Education and the New.

(Synopsis)

Dr. James L. Hughes.

There has been a great change in education since my boyhood. The old training looked at the child from the adult standpoint, the new looks at the child from the child's standpoint. We no longer aim to bring about a sameness in all children. We are coming to recognize that the most we can do is to give the child the conditions and the opportunities for the development of his individuality, of his soulhood.

The old training dealt with the negative elements of character; the new deals with the positive elements. The old training was through negative processes; the new training is through positive processes. We should not make any child conscious of the weaker elements in his character. On the contrary, we should lay emphasis on the strong points in his character.

The old training punished the child for not being good; the new gets goodness by rewarding goodness. The old training recognized the still and solemn child as the good child; the new training recognizes happiness and activity as the marks of goodness. Every man or woman who puts a smile on the countenance of a little child is an angel doing God's sweetest will. The old training was based on the belief that the child did wrong because he liked to; the new is based on a belief that the child will prefer to do right if the right is presented to him in the proper light.

Every child loves to do things he plans for himself; he

doesn't like to do everything that an adult plans. Impatience with the child because he does not readily conform to the adult standards arrests the development of the co-operative tendency. Coercion in order to secure obedience according to an adult standard of conduct is a dwarfing process. The old idea of training was interference with the child's activity; the new idea is that the adult should direct the activity of the child into proper channels. The old idea was to develop self control through adult control of the child; the idea is to allow the child to develop self control, the adult merely supervising the child's own efforts and directing those efforts in a positive process.

The old idea was that self consciousness was a weakening thing; the new idea is that self consciousness is a strengthening thing. The old training taught that the individual is responsible for the wrong things he did; the new training also teaches that the individual is responsible for the good things he does. The old idea of law was restrictive; the new idea of law is that the law should be helpful. The old idea of obedience was subordination; the new idea is that obedience means co-operation. The old idea of courtesy was that children should be seen and not heard; the new idea is that the child should speak whenever anyone else is not speaking if he wishes to speak. The old idea of training was that the child should be restricted for his own good; the new idea is that the child should be allowed to develop through his own efforts and that the adult should not restrict that development, but rather sympathize with the child in his efforts.

* * *

Our Adolescent School System.

PROF. ALEXIS F. LANGE.

Assembled and met together as teachers of a State whose citizens we are, it should be easy for every one of us to make-believe, for the time being, that we are in session as this State's chosen delegates and representatives, chosen for a purpose akin to that which brought together, in 1787, the fathers of our national constitution, a purpose capable of being stated much as they stated theirs:—to form a more perfect union—of educational effort; establish justice—as to educational opportunities; insure domestic tranquillity—for the parts and

the whole of the State's educational institutions; provide for the common defense—against all enemies of the child citizen; promote the general welfare—by taking steps toward increasing the human wealth of the next generation, and so perpetuate and multiply the blessings of liberty in an advancing democracy. This invitation to make-believe need not, of course, lead to the riotous thought of ourselves as educational Washingtons, Franklins, Hamiltons, and Madisons, or of our session as the adjourned meetings of that destiny-shaping convention of four generations ago. Its intent is merely to bring home to our minds anew the well-worn truth that our educational endeavor must express the faith by which we live as Californians and Americans, a faith apparently destined to make Democracy the secular church universal of humanity, and that the school system of a democratic commonwealth, must bear the image of that commonwealth, breathe its purest spirit, minister to all the wants education can fill, assure, if possible, abundance of self directed, masterful community life for generation upon generation.

Let us imagine then, if you will, that we are here as expert citizens, each explicitly charged with a twofold duty; first, that of protecting each separate educational interest,—as each delegate to the Constitutional Convention was charged with the duty of protecting his State,—and second, that of steadfastly seeking a union, one and inseparable, of the parts of our school system, in order that this may act ever more fully, ever more certainly, as a vital organ of the body politic, and so help to shape the future of our people as that future ought to be shaped. Let us suppose, further, that this is merely the opening meeting of many more, that it has seemed best to go into committee of the whole, to "talk things over," and that your first speaker is on the point, not of starting a debate, but of presenting gropingly such preliminary thoughts as he happens to have by him now on the common task and its execution.

The first of these thoughts, an old mutual friend, is this: Every child citizen is heir apparent to his country's civilization, and as such has an inalienable right to opportunities that will enable him, according to the measure of his powers, to have and to hold and to augment his heritage. The child's Bill of Rights includes the right to all that is known or knowable; to the appreciation of art at its best; to law and order and other institutional achievements in their highest form; to the noblest character as yet wrought out, and to the dis-

cipline incident thereto, yea, even spanking—at critical moments. It embraces also, as deepening insight reveals, the right of being fitted for a specific share in the world's work. The humorist's division of mankind into beggars, thieves and workers, sports on the bedrock of truth everlasting. It is the child's inalienable right to grow up not a parasite but a producer, a worker.

But the child is father to the man, and by the time childish things are being put away rights have turned to duties. duties toward self and fellow man. "I am the State" said the French despot. "We are the State," say the *adult* members of a democracy, "but only today; our children will be the State tomorrow. It becomes our duty, therefore, in the interest of each and all, present and future, to see to it that our children are not defrauded of their birthright, the right to know and do the best they are capable of. It becomes our duty not to commit social and political race suicide. If progress means anything, if the doing of better things in better ways means anything, if the faith of Democracy in man means anything, it is our duty to provide the means whereby our children may not only equal us, but outstrip us, and rise above us; whereby we shall become antiquated, but also realize the Beatitude of History: blessed be the antiquated—after they are gone—for they made the new." "Let there be schools, then," says Democracy, "of all, by all, for all. Let the saint contribute to their making but despise not the sinner when he builds and endows them. Let them be as continuous as growth is continuous and as far apart in degree as the limits of social service. Let them vary as social needs vary and capacities differ, provided all thrust out and keep out the devil of caste, to whose many-sided deviltry every school is equally welcome from kindergarten to university. Whatever their type or grade, let all schools prepare for making a living, provided such preparation springs out of preparation of life, the life of an American freeman and free man. Let each maintain the highest possible standard of efficiency for teachers and taught, but so as to help the rest and not to hinder any, with the door of opportunity wide open to ability wedded to purpose."

At this point in the speaker's discourse, a general uprising of the other delegates makes him turn quickly from the educational implications of Democracy to their actual embodiments, from the school system as an ideal to the school system as a

fact, a historic growth. This he would describe, fantastically enough, perhaps, as adolescent. Big for its age, it has not attained to full size. It is always hungry. It has growing-pains in each of its three members, the grammar school, the high school, and the university, and, strange to relate, each has the puerile habit of suspecting the rest of "doing it on purpose." Its clothes don't fit anywhere, and where the university tailors have been at work, they pinch. Although on the way to optimistic self-control, it seems at time to meditate suicide by one of two methods,—by cutting itself up alive into three separate corpses, or by each member taking turns in choking the life out of the other two. It has a superstitious veneration for the number four and firmly believes that boys and girls grow in isolated jumps of four years at a time. Sound at the core, withal, wholesome, handsome even now and doing handsomely, its face instinctively set towards the true goal,—an adolescent school system to match an adolescent democracy, with similar unsolved problems of self-government before both.

Turning to these problems, the speaker requests his fellow delegates to glance with him at these that stand out between materials and methods of teaching on the one hand, and the ways and means of equipment and administration on the other. They appear bunched together into three distinct but inseparable groups. The first may be labeled Opportunity. In it is found the question of compulsory education. When are we to become democratic enough to really have it, to guarantee to the future citizen his inalienable right to an education? How else can we prevent ignorance and greed and criminal notions of individual liberty from killing the man and citizen in the child and letting only the brute or factory "hand" survive? Then there is the problem how to give the city child a chance to become and keep sane in God's out-of-doors, and the country child, even unto the remotest mountain district, a chance to attend a well-equipped, well-taught graded school. In Germany and Denmark, for instance, there is little difference in efficiency between city and country schools. Can we not do as well? Of the same piece, but nearer solution, is the problem of placing high schools within the reach of rich and poor alike, throughout the length and breadth of the State. To bring the university within walking distance of every doorstep will probably never be possible, but all honor to Senator Caminetti, who made it possible last year to

extend educational opportunities by adding a top-story of two years to the four-year high school. Here is a new aspect of the question of equal opportunity, and one that, like all of its other aspects, involves one of the chief present day problems of Democracy, namely: How far can the whole people safely go in giving special assistance, now here, now there, in the interest of all, without fostering individual and communal mendacity instead of those qualities which have been and are the just pride of America among the nations, energetic individual and communal initiative and self-help.

But opportunities may be created not only by extortion, but also by removing barriers. Most of them are accidents of history, but suffering due to accidents can be alleviated. There is the accident by which a gap has been caused between grammar school and high school. This must be bridged. There are still necessary walls between high school and university. This must be laid low. Or turn from the pupil to the teacher. One test of Democracy, according to Lowell, is, whether every one has a chance and knows that he has it. Has the teacher this chance? We know that he has not. The bad habit of paying indecently low salaries needs to be broken down; so with the bad habit of interference on the part of political knaves. Or, to discuss another phase of this problem, should we build up a democratic system for pupils alone and not also for the training of teachers? No sympathy, it is true, need be wasted on the undemocratic attitude that the commonwealth owes any one a position on salary because a trousseau may be needed. Stern suppression is in order for the teacher who wants to get something for nothing or claims a maximum of position in return for a minimum of equipment. The highest possible requirements must be maintained for each main type and stage of education, else what is education for? But this being granted, there should be a career for every talent willing to pay for value received. It makes a vast difference to a would-be tenant and his attitude toward the terms of the lease whether he is to live in one room with no way out or up, or in a house of many mansions with connecting corridors, and an elevator in running order. Down, therefore, in the first place, with the last needless fence between the Normal School and the University, and in its place such co-operation with respect to terms of admission and equivalents of courses and standards that the first choice of the would-be teacher need never be the last, that a university student may

reverse his first decision and go to the normal school, without having to sell all he has in the way of time in order to follow his real bent, and that a graduate of a normal school may with a minimum extra cost in youth and coin fit himself at a university for work beyond the grammar grades, and so look forward to being called and chosen for the station he has it in him to fill.

But the elevator must not stop at the high school principalship of the present type. That it does so now is another accident of history that we need not suffer from forever. The frank recognition of the fact—it is a fact—that the difference between the first two years of college and the high school is one of degree only and has never been anything else, implies the remedy. The first step would be for the university to reduce its "swollen fortune" in freshmen and sophomores by actively promoting their distribution among federated colleges, normal schools, and six-year high schools that are to be and will be. The second would be to give to these grades in and without the university, teachers specially prepared for and experienced in secondary education, and to make the position of such teachers a worthy goal, inclusive of salary, of legitimate ambition and initiative. And even this goal need not be final. In other words, by thoroughgoing co-operation on the part of university and normal schools and the State Board of Education, it should be possible to devise a system of training by which anyone with the necessary ability and scholarship could rise more easily than now through every grade of our school system. If every teacher, regardless of starting-point, or sex, or previous condition of servitude could have an educational bishopric in prospect, even the best would not turn insurance and real estate agents or enter into defensive and offensive entangling alliances with men and things against old age. As for the university,—a number of its most vexing problems would pass out of existence. These new professors of its freshmen and sophomore classes would surely be personae gratissimae as ambassadors to the high schools. Like Secretary W. H. Taft, they would be itinerant secretaries of peace; the university's special function that of training experts and carrying on research, would not be threatened as now with atrophy, as a physician might say, on account of the hypertrophy of its high school function; it would starve its young instructors in only one way, instead of two, by setting them chiefly to Junior, Senior and Graduate work,

work which they have learned to do and by which they could thrive in achievements as scholars and research teachers; it would not then lack men who know how to satisfy the cultural needs of all its students and of the public at large; it would then always have *teachers* as well as *scholars,* distributors of the gold of knowledge as well as the makers of trails to gold-bearing ledges and more or less subterranean miners.

Closely related to these problems of Opportunity are those of Variety. They are boiling and bubbling in two pots over the same fire. Tilting the lid on one, you behold such questions as: Shall pupils of the seventh and eighth grades continue to be taught the same subjects in the same way without regard to the building of individual aptitudes and powers, without regard of future career? Does the answer lie in the grouping of optional studies about a reduced common center, and in teaching all of them with the forward look? How far can high schools and universities go in allowing students to choose their own courses without committing the unpardonable double-headed sin of letting the individual sell his birthright to large portions of his heritage for a mess of pottage, and of disintegrating society by turning out mutually repellent human atoms of specialists? Bernard Shaw defines a specialist as one who is literally an idiot,—that is one who dwells apart out of sympathy and touch with his fellow men. We must have them, but a community made up of specialists alone would fall to pieces in a week. Peeping into the other pot, you see the bulging and worrying need of a school system which shall epitomize not only the past life but also the present life of a democratic commonwealth and which shall contribute more completely and more directly than ever before to efficiency and progress in agriculture, in the mechanical arts, and in commerce. We need vocational schools, but of what sort shall vocational schools be, educational institutions or C. O. D. factories? Is it or is it not criminal malpractice to assist in arraying class against class by taking any group of children far away from the rest and training them for an assumed walk in life among people whose foundation principle does not admit of an artificially predetermined social status? Is a truer solution of this problem of Democracy a system of work-centered or vocational departments radiating everywhere from man-centered or cultural departments and remaining connected with them through such teaching of all studies that each results in some form not merely of impression but also

of expression, in some type of skill that has a social value, some kind of ability "to do things?"

And another problem of Democracy bubbles up at this point. It is the problem of the square deal between majorities and minorities. In consequence of well-known historical causes, colleges and universities have stood, and in too large a measure still stand, for the rights and needs of a picked minority, in the honest conviction, usually, that in so doing they would best serve the interests of all. This conservative, or, if you will, oligarchical view has its counterpart in a no less oligarchical and hence undemocratic view, according to which a high school is the college of the people, the term people being used not to denote the whole people but a local temporary majority,—often, in fact, the one man in control of the school board. According to this view, those who have the offensively aristocratic notion of going to a university later on don't belong to the people. They may seek their training in private schools, or else take what's left. What matters it if their best avenues to their future best services to the commonwealth are closed to them? The same offense, this, against the principle of the square deal, or is it not true that a high school in which, for example, the Roman-minded, as President Jordan calls them, are deprived of the chance to study Latin is less a people's college than one that offers the chance? The higher and broader truth must be sought, it is obvious, not in the exclusion but in the inclusion and in the substitution of patriotic co-operation for archaic educational provincialism wherever found. Fortunately, this vexed question of the relation of the shorter to the longer preparation of American life is only partly one of curriculum. In as far as it is such, a common core of studies within the range of options will clear "a way out." More fortunately, still, teaching processes and methods are not necessarily involved at all. Boys and girls who are planning to enter a university do not require a psychology of adolescence of their own, although there may be some pedagogues yet, encumbering the earth, who have not discovered this fact and hence think that preparation for college demands a type of instruction, dubbed scholastic, and correctly enough,—in the mediaeval sense. Scholastic teaching is as fatal to boys and girls headed for college as to their comrades headed in other directions.

Here comes into the foreground of our view the third group of problems, those of Unity. As an organ of a com-

plex democracy, our school system with all its corresponding complexity must still needs be one system for one unstratified people. It must minimize, not increase, the inevitable dangers of social cleavage. It must add to, not take away from, the unity of national life. Other things being equal, the surest guarantee of living together in bonds of peace is the co-education of all sorts and conditions of pupils, and the longer they can be kept together the better for them and the general welfare when their turn comes to constitute the people, the State. It follows that no part of the school system can live unto itself, and any attempt at secession, no matter how well-meant, may easily come to spell treason. On the other hand, the unity of our arrangements for elementary, secondary, and university education cannot be the unity that results when a sturdy cannibal happens upon a meek and mild missionary. In at least one sense there should be neither head nor tail to our school system. Each of these chief divisions has its own self-directed life to live, its own special function to perform; each must minister, to the fullest extent possible, to the well-being of the whole. Our school system is thus seen to be highly orthodox trinitarian, each part co-ordinate with the other two, each part at one with the others as to indwelling purpose—the purpose of advancing the nation of tomorrow on the way to a full-grown democracy by assisting our boys and girls, who will soon be the nation of tomorrow, to attain each to his or her full stature as a socially efficient personality; or more simply the purpose of preparing for American life in its individual and social aspects, such preparation to include the development of an enlightened patriotism as a principle of daily thought and action, for no American man or woman can be said to be truly educated who does not know and practice the faith by which we live as a nation and through which we must work out our human destiny.

Now, it would probably be too much to say that each of the three members of the one institutional body had reached this view of itself as an organic part of the whole. The period of State's Rights mischief has not been outgrown yet. But can we not safely assert, for California, at least, the existence of a growing conviction that grammar schools, and high schools, and university, are each to realize a portion of the same swarm of purposes, each of which clings to its neighbors, and all to the queen bee purpose of American education? At this point we are not far from coming of age, although the

correlation of purposes may well occupy many a teachers' convention yet, and lead to many a collision of heads in the dark.

By a growing consciousness of federal unity and the call to shape the school system in accordance with it are Siamese twins. Whence the question: How can we make a thing as mechanically rigid as our educational pyramid with its four-year blocks on an eight year base function as an organic unit and thus respond to each type and degree of need and growth, individual and social? To move established boundary lines seems neither possible, nor necessary, nor desirable. What seems desirable and possible and necessary is the spirit of co-operation to combine the changes and adaptations that are going on at random into one deliberate movement toward better articulation and greater flexibility. If it be true, that where there's a will there's a way, one phase of this movement would consist in so directing the efforts to enrich and vitalize the upper grammar grades as to meet the needs of the whole of our American young people, of those who must enter the school of life directly and of those who will enter it less directly by way of a vocational school, and of those who will enter it least directly by the high school, the earlier grades of which would, of course, undergo corresponding modifications, among them extirpation, root and branch, of pseudo-university methods. Another phase of the movement would consist in the slight changes necessary to make the middle of the four-year high school likewise both starting-point and stopping-place, according to capacity, aptitude, and vocational plans or exigencies. A third phase of the same movement would consist in consciously and helpfully planning the training of the thirteenth and the fourteenth grades of our school system not so much with reference to what is to follow as with reference to what went before, in order that here as elsewhere within the school system organic unity in variety may be secured in spite of the mechanical limits set by tradition, in order that here as elsewhere the whole people may be served.

An organic American system for American boys and girls; an organic American system for the training and the careers of their teachers,—such would be the task before our make-believe convention, a task like that which confronted the farmers of our national constitution, a task to be executed, as was theirs, through the co-operative thinking, feeling, and willing on the part of each representative delegate. But after all,

why make believe? Is not this term really a misnomer? Is not each of us teachers implicitly commissioned by the whole State, as it is today, to act in behalf of the whole State, as it will be and should be tomorrow? Does not each of us know the commandment from the Sinai of Democracy: all for each and each for all, and also the prohibition that follows: thou shalt not bow down before the many-snouted demon of grammar school, high school, normal school, and university partisanship? nor allow him to carry educational bills through the legislature, lest thou destroy rather than fulfill? Must not each of us realize ever more clearly that an organic American system for teachers and taught can come about only through our common thinking, feeling, willing, that is, through our enlightened public opinion and public spirit as expert citizens, through our becoming an organic unit?

By this route, then, and as fast as the view of the whole expands and public spirit takes possession of the heads and hearts and conduct of us all, will come the profession of teaching and the profession spirit, born of our art and clear-eyed patriotism, will come a steadily growing host of citizen teachers who knowingly practice their art as co-workers, one with another, and all with God in His way with our beloved State and Nation.

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Education for Citizenship.

(Synopsis)

Hon. James L. Hughes.

Education is a matter of growth. We grow by assuming responsibility. It is our duty as teachers to give each child an opportunity to assume responsibility. To qualify the child to be what God intended him to be, we should kindle his soul in whatever good way we can. We may kindle the souls of some boys through literature, some through science, some through music, some through art and more through manual training than through all the others put together. The child should develop a capacity for production. We, as teachers, must not only develop in the children a productive or imitative tendency; we must develop a creative tendency as well. The child must be creative in order to become a good citizen. The

great thing is to make the child executive. In order to be truly executive men must have ideals and must make use of their ideals.

Every child loves to work, but in order to get him to show this love, we must let the child find the work he likes. We cannot select a certain kind of work and attempt to force him to love it. One of the newer functions of the school is to give the child an opportunity to find himself, an opportunity to express himself in work that he loves. It is this kind of doing which fits us for citizenship. Such doing gives us the power to do; it gives us more of a tendency to effort; it gives us a revelation of our own power—a revelation of responsibility. We get faith in ourselves; we get new visions. Each day as we do our duty up to the vision of that day, we are fitting ourselves for new visions of higher duties and responsibilities.

In educating the child for citizenship we should aim to qualify him in the best way possible to do the work of life. We must make the child a well balanced citizen as well as a useful citizen. In all our work we must not let the materialistic element predominate; we must not permit that element to dwarf the life of the future citizen.

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The Stimulus of Responsibility.

PRES. S. T. BLACK.

I dislike very much to refer to personal experiences in introducing this subject, but I see no other way, and hope I shall not be misunderstood. Nearly fourteen years ago, I, with others, was a candidate for the position now so ably filled by our friend, Mr. Hyatt. The preliminary canvass for the nomination was rather a prosy affair. It was exciting enough, though, when the convention assembled. I was nominated, and my success carried me off my feet. I rushed to the telegraph office and sent messages almost everywhere, and in return was overwhelmed by congratulatory letters and telegrams for the next few days. I was brought back to earth by a realization that all those telegrams and letters had to be answered. In due course election day came on, and in less than twenty-four hours thereafter I realized that I had been elected to the most important educational position in the

state government, but there was no elation. Instead, there was an overpowering sense of responsibility. So strong was this feeling that I kept the news to myself, and stayed apart from my friends for several hours, communing with myself as to how I might best meet the great responsibility that had come to me. I had sought the office, but not until then had I realized what it all meant. It was the baptism of responsibility, and it had a wonderfully steadying effect.

Many of the men and women remarkable in the world's history were scarcely known until they were called upon to face some great responsibility. On the other hand many men and women would have passed muster fairly well, (as men and women go) had not a responsibility come upon them that was more than they could bear. They were swamped either by the weight of the responsibility or by its consequent duties. Responsibility and duty go hand in hand. Each is the complement of the other. We assume a responsibility, and it brings with it its own train of duties. We are assigned to a duty, and we must face the accompanying responsibilities.

Away back in the very dawn of history, an Israelite who had slain an Egyptian, and escaped to the Midian desert, where he was engaged in herding his father-in-law's flocks, heard the voice of the Lord in the midst of the burning bush calling upon him to return to Egypt and lead his people out of bondage; and Moses with many misgivings obeyed the voice of Jehovah. Six hundred thousand Israelitish men, women and children—all bond slaves to the Egyptian, passed out from beneath their blood be-sprinkled lintels at his call, successfully eluded the hosts of Pharaoh, and placed the Red Sea between them and their enemies. And the simple Midian shepherd, partaking of the sacrament of responsibility, became the founder of a great religion, the first great lawgiver and administrator in history, and the father of his people. His laws and his people abide unto this day.

Columbus, convinced by study and experience of the globularity of the earth, impressed with a sense of responsibility to his fellow men, and inspired by a faith that could remove mountains, spent years in the search of powerful and wealthy patrons, who would give him the opportunity to demonstrate to the world the soundness of his conclusions.

Because the third George of England forgot Runymede and Magna Charta; forgot Cromwell and Charles I; forgot the dethronement of James II and the Act of Settlement; and be-

cause as a child he had harkened to the unwise teachings of an ambitious mother, his people in the American colonies were in revolt. Puritan New England and Cavalier Virginia had joined hands. Soon the crisis came, and it gave to the world —George Washington, and lost to England the brightest jewel in her crown.

Up to this time Washington had been a respectable land owner in Virginia. He was a man of dignified and somewhat aristocratic demeanor. In his youth he had won some renown and had gained some slight military experience in the service of England against the French and Indians in border warfare. This was all the recommendation he had, when chosen for the command of the American army. He modestly accepted his baptism of grave responsibility. Secure in the righteousness of his cause, and with a firm reliance on the justice of the God of battles, he at once set about to prepare for the unequal contest. The conflict once on, he allowed no discouragement, no matter how great, to swerve him from the path of duty. Few military leaders have had more to contend with than he. Lack of funds; raw, undisciplined troops, inadequately equipped; cabals; Valley Forge; adverse congressional criticism, defeats; even treason itself confronted him. Amid it all, Washington stood the same serene, calm, dignified man—unshaken in his stern resolve to carry the conflict to a successful issue.

Let Englishmen tell his story:

John Richard Green, the English historian says in his "History of the English People": "No nobler figure ever stood in the forefront of a nation's life. Washington was grave and courteous in address; his manners were simple and unpretending, his silence and the serene calmness of his temper spoke of a perfect self-mastery; but there was little in his outer bearing to reveal the grandeur of soul which lifts his figure, with all the simple majesty of an ancient statue, out of the smaller passions, the meaner impulses of the world around him. * * * It was only as the weary fight went on that the colonists learned little by little the greatness of their leader, his clear judgment, his heroic endurance, his silence under difficulties, his calmness in the hour of danger or defeat, the patience with which he waited, the quickness and hardness with which he struck, the lofty and serene sense of duty that never swerved from its task through resentment or jealousy, that never through war or peace felt the touch of a meaner

ambition, that knew no aim save that of guarding the freedom of his fellow countrymen, and no personal longing save that of returning to his own fireside when their freedom was secured. It was almost unconsciously that men learned to cling to Washington with a trust and faith such as few other men have won, and to regard him with a reverence which still hushes us in the presence of his memory. Even America hardly recognized his real greatness till death had set its seal on 'the man first in war, first in peace, and first in the hearts of his fellow countrymen.' "

This from Lord Brougham: "It will be the duty of the historian and the sage of all nations to let no occasion pass for commemorating this illustrious man; and until time shall be no more, will a test of the progress which our race has made in wisdom and virtue be derived from the veneration paid to the immortal name of Washington." Gladstone, England's Grand Old Man, tersely says: "He is the purest figure in history." Thackeray, that great master of English fiction, touching with skillful hand the scene in congress when Washington resigned his commission as general of the army, has said, contrasting him with George, Prince of Wales (afterward George IV): "Which was the most important spectacle ever witnessed,—the opening feast of Prince George in London, or the resignation of Washington? Which is the noble character for after ages to admire—you fribble dancing in lace and spangles, or yonder hero, who sheathes his sword after a life of spotless honor, a purity unapproached, a courage indomitable, and a consummate victory?"

Other responsibilities awaited Washington. As chairman of the Constitutional Convention, and as the first President of the United States, he displayed the same wisdom, intrepidity, and mental grasp of the situation as when he led the Continental Armies. No matter what the responsibility, he never failed to rise to the situation. He always "made good." It was George III of England that made possible George I of America.

The Constitutional Convention of 1787 left some serious unfinished business, which no compromise could settle. The questions of the rights of the individual states, the powers of the Federal Government, and the slavery question could not be permanently downed by any compromise, and they continued to be vexatious questions for more than three-quarters of a century,—culminating in the most calamitous civil war in

all history. This great crisis necessarily brought with it some tremendous responsibilities to men on both sides of the Titanic struggle. Some were crushed, while honestly struggling with problems, the solution of which was beyond their power. Some of these men were ambitious, and had sought responsibilities that they might win fame; of these we will not speak. Others had responsibilities thrust upon them; it is this group of men that unconsciously appeal to our sympathies; nor do they appeal in vain. Perhaps history now justifies us in placing Andrew Johnson in this latter group. Reconstruction and the status of 4,000,000 freed-men with which he had to deal were questions scarcely less momentous than secession and slavery. The obvious lesson of Johnson's failure is that henceforth neither availability nor geography should constitute the leading consideration in the section of a Vice-Presidential nominee.

In the great conflict of 1860-65 the central figure was Abraham Lincoln—a name now inseparably connected with that of Washington—one, the Father of His Country; the other, its Savior. We all know the story of his humble birth and lowly parentage—his terrible struggle with biting poverty—his almost total lack of schooling—his experience as a rail-splitter; as a flat-boatman on the Mississippi, which gave him an opportunity to witness the real hideousness of negro slavery; as a keeper of a tavern; as surveyor and law student; as a soldier in the Black Hawk war; as a member of the Illinois legislature, a member of Congress, and the nominee of a great political party for the presidency in 1860. His election brought him face to face with one of the greatest crises known to history. He did not accept the nomination blindly. No one in the country—not even the scholarly Seward, his leading competitor—knew better than he, the gravity of the responsibility he was about to face. Secession had been openly threatented should one of his political faith be chosen for the Presidency. The one object uppermost in his mind was the preservation of the union; all other questions were of secondary consideration. He reminded those who threatened to disrupt the union, and who claimed the constitutional right to do so, that the country was older than the constitution, plainly indicating the extent to which he would go in order to preserve and perpetuate the Union. He clung to this dogged determination through all the darkest days of the Civil War. His emancipation proclamation was, with him, not a philan-

thropic, but a war measure. In a letter to Horace Greeley, he wrote: "My paramount object is to save the Union, not either to save or to destroy slavery. If I could save the Union without freeing any slave, I would do it. If I could save it by freeing all the slaves, I would do it; and if I could do it by freeing some and leaving others alone, I would also do that. * * *"

It would be impossible for me, even if there were time, to depict in fitting terms all this marvelous man suffered during his four years of struggle against disunion—the bitter disappointments where hopes had been so high, and the consequent trying out of generals-in-chief—failure after failure; until there arose in the west a silent man with "Vicksburg" printed large across his banner, and the great President's confidence went out to him; metaphorically, he grasped the modest soldier by the hand, declaring: "Thou art the man!" One brief paragraph tells the whole story: "Since the people called me to the position I now occupy, four years ago, I cannot recall a day devoid of care and anxiety." Yet when he came forward to take the Presidential oath a second time he said, and this was characteristic of the man: "With malice toward none, with charity for all, with firmness in the right, as God gives us to see the right, let us strive to finish the work we are in; to bind up the nation's wounds; to care for him who shall have borne the battle, and for his widow and for his orphan; to do all which may achieve and cherish a just and lasting peace among ourselves, and with all nations." He saved the Union, and freed 4,000,000 bondmen! What a story of achievement lies in those brief words! Grandly did this almost unknown man rise to responsibilities that would probably have overwhelmed any other man in America.

The next greatest figure of the civil war period was U. S. Grant, who at the time the Union was threatened was an unsuccessful tanner in a small Illinois town. He had been trained at West Point, but was never more than an ordinary student, graduating rather low in his class. He had also seen some military service in the war with Mexico. He was decidedly a modest, silent man of somewhat retiring manner and disposition. His appointment to a colonelcy was easily obtained as there was a dearth of trained officers. Once appointed, he moved rapidly forward. This, too, without political influence. His career was a series of increasing responsibilities from Colonel of volunteers to Lieutenant-Gen-

eral and Commander-in-Chief of the armies of the United States. As responsibility after responsibility came to him, he was always equal to the occasion, and his crowning glory was the magnaminity with which he received the surrender of General Lee and his army at Appomattox.

Grant was a soldier, and understood soldiers. His two terms as President were rather stormy times, chiefly because his judgment of politicians was not sound. He was a simple-minded soldier, and therefore, unfitted to cope with ambitious and designing politicians.

His trip round the world was one continual ovation. Crowned heads and the great men of the world everywhere vied with one another in doing homage to the simple American soldier.

His struggle with Death in his cottage while engaged on his memoirs, was at once both sublime and pathetic. His tomb on the beautiful Riverside drive overlooking the Hudson is the Mecca of many pilgrims, and the inscription thereon is worthy of the man: "Let us have peace."

The assassination of President Garfield gave to Chester A. Arthur an opportunity to show the kind of stuff of which he was made. He had been a New York politician, but shaking off his political associates, he rose to the occasion, and made a very acceptable President.

Once more a President fell by the bullet of the assassin, and Theodore Roosevelt more than rose to the occasion. You will remember he had been nominated Vice-President for the purpose of shelving him. Just think for a moment of anyone shelving Roosevelt! Good taste forbids the writing of the history of a living man; but Mr. Roosevelt is writing his own history both by land and by sea, and an intensely interesting story it is; not only the United States, but the nations of the earth are sitting up nights to read it.

Early one June morning in 1837, Princess Victoria, then a slight girl of eighteen, was awakened from her slumbers in Kensignton Palace, and officially notified that, owing to the death of her uncle, William IV, she was Queen of England. The young princess, overwhelmed for a moment, quickly grasped the situation, and turning to the Archbishop of Canterbury, who was present, and falling upon her knees modestly said, "Pray for me, my Lord." It was the baptism of responsibility, and nobly did that young and inexperienced girl respond to the situation. During her long reign of sixty-four

years—the longest in the annals of English history—no Englishman ever had to blush, or even apologize, for any act official or private of Victoria, the most gracious and best beloved sovereign that ever sat on the English throne.

When the good Queen died a few years ago, the responsibility of kingship descended upon her son, Albert Edward, Prince of Wales, and transformed the jovial, pleasure-loving Prince into the wisest monarch of his time. Edward VII of England bids fair to be known in history as the peace-maker of Europe.

In this connection and at this season of the year, it is altogether appropriate to refer to the Great Teacher, who, when on earth, though the foxes had holes and the birds of the air had nests, had not where to lay his head. It was he, who first idealized the child: "Suffer little children to come unto me and forbid them not, for of such is the Kingdom of Heaven." "Whosoever shall not receive the Kingdom of God as a little child shall in nowise enter therein." It was he, who though an hungered, refused the gift of all the kingdoms of the world and the glory of them for the sacrifice of his integrity; who gave to the world the golden rule; the beatitudes, the Lord's prayer, the story of the prodigal son; who answered the question, "Who is my neighbor," with the story of the man who fell among the thieves; and who said to the woman, "Go, and sin no more." He gave to the world the gospel of hope; and, finally, he gave himself on the cross as a sacrifice for the sins of the world, and whose last words were, "Father, forgive them, they know not what they do." Once and only once did he falter in the face of his unparalleled, but self-assumed responsibility. It was in darkest Gethsemane, with the shadow of the cross already upon him. "O, my Father, if it be possible let this cup pass from me! Nevertheless, not as I will, but as thou wilt." And he went to his death, betrayed by the kiss of his friend.

Just a word in closing. We have seen, how, in the past, responsibility has reacted on the lives and character of those called upon to face great world-problems, renewing their strength from day to day until success finally crowned their efforts. So will it be in the future. There will always be great world-problems, and, in the fullness of time, men will arise to meet and solve them; and the very crosses they are called on to bear will, in the future as in the past, so react upon them as to develop the wisdom and strength necessary to

meet every emergency, and surmount every difficulty. Each responsibility brings with it a cross commensurate with its gravity, and he who would wear the crown must bear the cross. No cross, no crown! Think of the cross borne by Moses in his forty years of wandering in the wilderness followed by a peevish, and ofttimes discontented people! How bitter must have been the cross borne by Columbus both before and after his great discoveries! How bravely and unselfishly did Washington, Lincoln, and Grant take up their respective crosses, and with an eye single to the purpose each had in view, press forward along the path of duty and self-sacrific! Victoria, too, had her crosses; the last, that of the Boer War, was too burdensome for her—then a woman of more than eighty years—and she died under its great weight. And Jesus, sweat, as it were, great drops of blood. To-day he is crowned the Prince of Peace, and the world resounds with hosannas to his name! History has crowned all of these, and scores of others; and future history has in store many crosses and many crowns for saints and heroes yet to be.

We have been considering only the great responsibilities, but the world is full of what we call minor responsibilities, and it is with these that most of us have to deal; fortunate indeed will we be if we see the small every-day responsibilities that lie all about us, and modestly, and bravely meet them as they come, together with the duties they bring to us. This is what constitutes daily right living—here on the earth, not among the stars. Sublimity of life does not depend exclusively on great achievement. This is what the poet had in mind when he sang:

> "Lives of great men all remind us
> We can make our lives sublime,
> And departing leave behind us
> Foot-prints on the sands of time."

H. L. Miller, *Kansas:* It is absurd that pupils may take care of the discipline of the school; they need guidance.

George W. Loomis, *Superintendent of Schools, Pueblo City:* The teacher should ever be more careful to observe the good qualities of her pupils than the bad ones, and ever more ready to praise than condemn. She should recognize every little act of kindness and politeness, remembering that evil is oftenest overcome by cultivating the good.

Report of Committee on Resolutions.

The following resolutions were submitted by the Committee on Resolutions and were adopted unanimously:

Resolved that the C. T. A. express its most hearty thanks and appreciation to the educational and other local organizations of Santa Cruz for their efforts looking toward the success of this session of the Association; to the Reception Committee, composed of book men, for their uniform courtesy and attention to visiting members; to the press of Santa Cruz, San Jose and San Francisco for the publicity given to the proceedings of the Association; to the hotels for the generous treatment accorded to their guests; and to the President, officers and speakers for the excellent program offered.

Second. We desire to reaffirm the declaration of previous sessions of this Association in reference to a Professional Code of Ethics. We believe that unfair applications, improper influence to secure positions, and underbidding have been greatly diminished but we believe that active propagation of the principles of the code of ethics should still be carried on to the end that teachers may come universally to condemn these practices, and that school boards will become aware of their evils.

Third. Good teaching can be accomplished only by those who not only "preach", but also "practice". We recognize that as teachers we are examples of conduct and that for this reason we should set a good example, both in and out of school, to the young people under our care. School authorities should receive warm support from the teachers in every effort put forth to uphold proper moral standards in the schools.

Fourth, In order to eliminate the danger of professionalism in interscholastic athletics, it is hereby resolved that we unqualifiedly favor the policy of placing the control of all school activities under the direction of the faculty.

Fifth, We are unalterably opposed to secret societies in the public schools.

Sixth, We favor and emphasize the necessity of inculcating in the youth broad, humane principles in international affairs, and to that end recommend that our teachers seek in every reasonable way to foster the spirit of peace and good will among men.

Seventh, We pledge ourselves to do all in our power to prevent the use of tobacco by children.

Eighth, We favor the physical examination of all pupils by a competent authority responsible to the school officials.

Ninth, We oppose the adoption of both the proposed constitutional amendments relating to the reclassifying of the schools, and the reorganization of the State Board of Education.

Tenth, We request the Board of Directors of this Association to appoint a committee to consider the advisability of reorganizing and affiliating the Teachers' Associations of the state, this committee to report at the next general session.

Eleventh, We favor such changes in the Child Labor Law and the Compulsory Education Law as will provide for county truant officers paid out of the current expense fund of the county.

Twelfth, Whereas, the Child Labor and the Compulsory Education laws make no provision for the control of children between the ages of fourteen and sixteen years, therefore, be it resolved that the Board of Directors be requested to appoint a committee of three members of this association to confer with juvenile court judges and other officers interested in the enforcement of these laws and to draft and present an amendment covering that and such other points as in their judgment may be necessary, this committee to report at the next general session of this association.

Thirteenth, We thank the legislature for passing a bill increasing the state school tax from $7.00 to $9.00 per sensus child.

We express our deep regret that this bill failed to become a law by reason of the governor's veto.

Because the salaries now paid to teachers in all departments of the schools are inadequate, we demand legislation which shall provide more money for the schools, and instruct our committee on school legislation to continue and prosecute most vigorously its campaign for increased salaries.

Respectfully Submitted,

JOSEPH O'CONNOR,
E. MORRIS COX,
MARK KEPPEL,
THOMAS DOWNEY,
J. E. HANCOCK,
L. W. BABCOCK,
DUNCAN STIRLING,
DUNCAN MACKINNON, Secretary.
WAYNE P. SMITH, Chairman.

School Folks Magazine Department.

T. W. SPAULDING, Editor

Finding Faults.

By the Editor.

All of us have faults. No one will deny this. But however, you often thought that everything would move along much more smoothly with us if we didn't find fault. A tiny little flower lifts its fragile head from a bed of green for our pleasure. Some one with a critical eye and a little more observance of flowers than most people notices that one of the tender petals is imperfectly formed and immediately what was intended for a pleasure sinks into a mean mockery.

Don't you think now the world would be the better if this same person had really seen its beauty.

Some years ago while standing on the beach with some friends admiring a full rigged ship with every sail set in the distant horizon, we were all suddenly startled by an exclamation from one of the young ladies who had been intently studying it with a pair of field glasses, "Oh, my, one of the sails has a great ugly patch in the center." Don't you think the world would have been just a little brighter and better if the exclamation had been different and she too had seen only its beauty.

Try it yourself in your daily life and see only the best and I am sure the world will be just a little better and brighter.

* * *

A History of Decorative Art.

By William Schroeder.

To describe how art glass is made is the purpose of this article, but before entering upon the subject of art glass it will be proper to review in brief the history of the art of making glass from its inception.

Unlike that of pottery, which had been discovered and practiced by different nations independently, it seems to have spread from a single center. The credit of this invention is

given by the ancients to the Phoenicians. As the story goes, some Phoenician merchants rested their cooking pots on some blocks of natron (subcarbonate of soda); they found glass produced by the union (under heat) of the alkali and the sand of the shore. Historians give Egypt the credit of having invented it, and that the Phoenicians derived their knowledge from there. Whether this be so or not, they certainly employed it from a very early period and to a very large extent.

The earliest specimen of glass now in existence is at the British Museum. It was found at Thebes, and consists of a small lion's head of opaque blue glass of a very fine color, but changed externally to an olive green. According to hieroglyphics on the same, it dates from the year 2483 B. C.

The exact date of the use of glass for windows is not known, but the use of it for that purpose was gradually extending at the time when Roman civilization sank under the torrent of German and Hunnish barbarism. Mica. alabaster and shells were used (also at that period) for admitting light into buildings.

Glass used in windows was cast on stones at that time, and the panes or lights were but small and of irregular shapes.

The largest pieces of window glass, dating from the fourth century A. D., were not longer than about four by six inches, of an uneven thickness and yellow greenish tint.

Its surfaces were wavy, full of wart-like irregularities, and the body contained innumerable large and small bubbles; although admitting light, it gave at best but an indifferent view of external objects.

When windows were large the small lights of glass were set in pierced slabs of marble or in frames of wood or bronze. In those early times glass was used more extensively for ornaments, such as vases, urns, cups, etc., but as this is not exactly in line with the object of this article, I shall dispense with it and continue with what we really want to consider, namely, glass for architectural purposes, but especially the ornamental or art glass, that is, translucent.

Up to the twelfth century only four different colored glasses for use in windows were generally known. They were red, blue, yellow and bottle green. At the last named period an intense green and violet were added.

Glass was largely used in the immense windows of the churches of Rome (although, as stated above, the individual lights were small), built between the third and tenth centuries.

In the earlier part of this period most of it was probably colorless. The first mention of colored glass in a church window occurs in the time of Pope Leo III (795-816), but probably it was used at a much earlier date. In Persia, where the manufacture of glass had been carried on for many centuries, stained glass was also made for in the tomb of Shah Abbas II, who died in 1666 at Kom, the windows were crystal, with gold and azure ornaments.

About the middle of the fourteenth century flashed ruby glass was invented. This was made the same way as now, the glassblower taking a lump of clear molten glass on his blowpipe and then inserting the same in the pot where the red or ruby glass was continued, and by blowing it the same as if only one material were on his pipe a thin film was spread over the clear glass, which now had assumed the shape of a large bottle. The top and bottom were knocked off later, and then the bottle was heated again, cut longwise with a diamond, and spread on an iron table, thus producing a rich, translucent ruby glass.

Before this invention the red or ruby glass was too opaque, and for that reason was seldom used.

In the fifteenth century blue and flash glass was also made.

Until the latter part of the thirteenth century Venice had been the principal place for making glass, but at that time the glass houses were almost entirely transferred to Murano. At that place the first glass mirrors were made, in 1317. Glass was made in France, Spain, Germany and to some extent also in England during the Roman Empire. In the last named country it must have been an inferior quality, for as late as 1447 glass is mentioned in a contract for the windows of the Beauchamps Chapel at Warwick, but disparagingly as the contractor binds himself not to use it.

However, later on, England came to the fore, for we find that in the seventeenth century an important innovation was made, namely the introduction of flint glass, made by using a large portion of oxide of lead in combination with potash.

The following are bodies capable of yielding transparent glass:

Acid—Silicia, boracic acid.

Alkaline—Potassium, sodium.

Earthy—Colorless, oxides of lead, calcium, barium, strontium, magnesium, aluminum, zinc, thalium; colored oxides

of iron, manganese, copper, chromium, uranium, cobalt, gold, silver.

Either of the acids (silica being in the form of sand or crushed quartz), either or both of the alkalines, and a combination of the colorless oxides are used to make clear glass by fusing them at a very high temperature in a melting pot or crucible. Colored glass is made in the same way, with the exception that colored oxides are used. Oxide of gold produces the rich and beautiful ruby glass. Oxide of silver makes amber of gold stains; cobalt, sky blue; iron, a brown; copper, green; etc. At the present time antique glass is made in Germany and England.

It is a mistaken idea that the art of making this glass is or has been a lost one. It is the very reverse. Although they are imitating the old glass with its imperfections, such as bubbles, streaks of color and variating thickness, they produce a glass far richer in tone and brilliancy of color than the ancients, not to speak of tints that they never dreamed of in olden days. This antique glass is very rarely used for anything else than figures—the flesh tints for heads, hands and feet, and the other colors and tints for background, drapery, etc.

Antique glass is blown, like ordinary window glass. This is the reason for its brilliancy, which the glass made by casting does not possess. It is also flashed in different colors and tints, one of the latter being very valuable for the figure painter. It is the flesh tint, enabling him to etch away the color where the hair, whiskers or eyes are to be, and leaving them clear, to paint them in their natural color.

France produces some very fine pink and ruby mottled glass. It is very expensive and its use limited. England furnishes muffled glass in crystal and all colors and tints, also cathedral glass. While the former is blown the latter is cast on large iron tables and smoothed over with rollers while at a white heat.

The United States now surpasses any other country in the manufacture of glass for art purposes. This country produces all (with only two exceptions) the different kinds of glass mentioned so far, and a superior quality, and is the only country where the beautiful opalescent glass is made, either smooth surfaced, rippled or in granite style, from snow white in all graduations of the cardinal colors, as well as thousands of different tints.

Only a few years ago I read articles in German art and glass journals, pooh-poohing the idea of using this glass for "art glass windows," saying that only a perverted taste could find any beauty in them; but they have been quickly converted, for every industrial art exhibition held in large cities of Germany since then has had more beautiful examples of windows of this (only shortly before despised) material. The same journals are now praising it and explaining that many new and striking effects can be achieved with opalescent glass impossible to obtain with any other.

Agencies for the sale of American opalescent glass are to be found in all large cities of Europe. The United States also takes the lead in other diversified glass, of which I will name a few: Ondoyant, a coarse rippled glass; Meridian, a very brilliant wavy glass; Crackled, which has the appearance of alligator skin, but not quite so rough; Etruscan, which can be compared with freshly-fallen hail upon a crystal sheet.

(To be continued in the May issue.)

* * *

Lower Lake and the Clear Lake District.

BY A. H. K.

We left the little town of Calistoga at noon of a warm April day. We drove slowly up the St. Helena grade, past vineyards and wheat fields. At every few turns, we could look down on the Napa Valley lying below us in the sunshine. We wound on past the old Silverado mine, up into the tall timber, and on to the toll-house at the top of the mountain. From there we fairly slid down the grade and into Middletown. The remaining miles to Lower Lake were rather dusty and uninteresting, and we were not sorry, when we clattered over the old red bridge and into the town itself.

Alas, it hardly deserves the name of "town". It is only a village, a mere dot on a large map of Lake County. It is situated about half a mile from the lower end of Clear Lake. Surrounded by green hills, one might imagine, that this was a charming little hamlet, picturesque and beautiful. But to tell the truth it is not. There is one long, straggling main street, which in summer is apt to be inches deep in dust, and in winter to be almost impassable by reason of the oceans of mud

and water. At the upper end of the street is the school-house, situated some hundred feet back from the road, on a barren knoll. Next comes the store, over the door of which is written in huge letters, "General Merchandise". In this emporium you may buy anything from spiced pickles and pins, to the best (?) French mixed and dress goods. Behind the store is the hitching rail, where may be seen every imaginable sort of cart and wagon, in different stages of repair or disrepair, not to mention the various kinds and conditions of horses, and mules which draw them. Opposite the store is the post-office, kept by the venerable and portly "Judge" who, if he does not happen to be away at his lunch or his dinner, will give you your mail, with a beaming smile, and a comment on the weather.

Farther down the street thrive the various establishments of butchers, bakers, and so forth. My friends who had not seen the town before were a little disappointed with it, but when we reached our friend's home, on the top of a green hill, amidst live-oak trees, about four miles from the village, they were disgusted no longer. Below us lay the Burns valley, rich in orchards and wheat crops, and beautiful Clear Lake stretching away out of sight beyond the low-lying hills. On the other side of the water rose up Mt. Konocti, black and grim like a sentinel.

It was a cattle ranch where we were staying and nothing pleased me better than to hear that there was a calf to be branded the next day. I don't mean that I was glad the poor calf had to be branded, but what a chance for me to do the "cow-boy" stunt. So the next morning I was given a horse, and we coralled the animal. A rope was put around her front legs. One of the ranchmen wound one rope around his pommel and I wound the other around mine. Then we both slowly backed off until the poor calf was down. Then she was branded, and it was all over and I felt quite like a real live cow-boy. Also the calf was named after me.

Another day we took our horses to the Lake and rowed across to the foot of Konocti. The sun shone on the water, and the little waves lapped the side of the boat as we drifted slowly across. We thought we had never seen anything more lovely until on reaching the other side our enthusiasm was somewhat damped to find that the boat had sprung aleak and all our beautiful sandwiches were soaked. But while the men were fishing (they never caught a thing, but seemed

to consider it a duty to keep on trying) we lit a fire and dried our sandwiches and boiled some water. Then we had our lunch and drowned our sorrows in half soggy sandwiches and tea, while the men kept telling us of the huge fish that they had all but caught. Lunch over we girls picked ferns, and wild flowers, or lay in the shade while the masculines resumed their ardent duties of smoking and trying to lure the shiny wrigglers from their watery home.

Then when the sun had sunk in red splendor behind Konocti, and long shadows lay across the silent water, we rowed back to the other side.

The ride home by moonlight was beautiful. The frogs croaked in the chaparal, the air was full of the damp sweet scents of a spring evening, and the Lake shimmered in the distance.

The next morning early, we took the stage and left the little town, and the pretty hills and the lovely Lake, and came home to work and worry. But we often think of the sweet dreamy April days we spent there.

Peace Day Again.

The 18th of May (the anniversary of the assembling of the First Hague Conference in 1889) will be a fitting occasion for public schools to hold such exercises as are best adapted to impress upon the minds of the pupils the great benefits of cultivating justice and friendship as the best safeguards of peace between nations.

Forty-four leading countries of the world sent representatives to the second Hague Conference last year.

The question of *peace* or *war* is a vital issue, and every opportunity to plant correct seed-thoughts in the minds of the coming men and women of the present age should be improved.

At a nominal cost the office of the American Peace Society, 31 Beacon street, Boston, Mass., will furnish teachers or pupils with a suitable program for the celebration.

MARIA FREEMAN-GRAY,
State Superintendent Peace and Arbitration, W. C. T. U.

The Peace Program furnished by Alice L. Park of 661 Gilman street, Palo Alto, will appear in the May number of the "Journal."

Western School News.

Meetings.

The California Teachers' Association will meet at San Jose December, 1908. Fred T. Moore, Alameda, President.

Northern California Teachers' Association, Marysville; F. E. Freeman, Yuba City, Cal., Pres.

Southern California Teachers' Association will meet December, 1908, at Los Angeles. Duncan Mackinnon, San Diego, President.

National Educational Association, Cleveland, Ohio; E. G. Cooley, President, Chicago; Irwin Shepard, Secretary, Winona, Minn.

NOTES

Judge Lindsey of Denver, Colorado, who has made a national reputation on his treatment of delinquents is delivering lectures in various cities in California.

The San Francisco Teachers' Institute was an interesting meeting held March 25, 26, 27. Superintendent Roncovieri made an excellent opening address. Other notable speakers were T. L. Heaton, Professor Moses, Edward Hyatt, Professor Lange, and Judge Murasky.

Miss Lew Ball has been made supervisor of reading in the San Francisco schools at a salary of $150 per month, and J. C. Ferguson has been made deputy at a salary of $225 per month.

Prof. C. Hanford Henderson, the author and educator of Harvard, is arranging to establish a school in Southern California.

S. D. Waterman, City Superintendent of Berkeley schools, has resigned and F. T. Bunker has been elected as his successor.

Richard G. Boone will be the principal speaker at the Alameda County Institute to be held April 6, 7 and 8.

Superintendent Babcock has called the Mendocino County Institute for May 5, 6, 7, and 8 at Fort Bragg.

Mrs. M. T. Wood of Palo Alto read a very excellent paper recently on the subject of "Which Cost the Most a Battleship or College?" The discussion was of course in favor of doing away with battleships and establishing more colleges.

Mark Keppel has organized a lecture bureau of nineteen people from the various colleges in Southern California to assist the teachers in their work in the city and county schools.

Imperial County held its first annual institute on March 10, 11, and 12. Mark Keppel and Washington Wilson were among the instructors. A full report will appear in the next number.

"Poems for Memorizing," selected by Prof. Cubberley, and compiled by Alice Rose Power are having a big sale. The Whitaker & Ray Co. has just issued a new edition of 10,000 copies.

SONGS FREE TO TEACHERS.—Send a postal card to The Baldwin Company, 1569 Van Ness avenue, San Francisco, and get a fine collection of school songs. Write today and get copies before they are all gone.

AN EXPERT OPINION

President Campbell of the University of Oregon is one of the five members of the Oregon State Text-Book Commission. In June, 1907, this Commission adopted text-books for a period of six years for all the public schools of that State. The members of the Commission requested certain prominent school men to submit reports on various subjects. Of the sixteen who reported on the subjects of History and Civics, fourteen recommended Doub's History as their first choice, and the Commission adopted it for exclusive use on both these subjects. The following report was made to President Campbell by his brother, Professor Campbell, head of the Department of History and Civics in the State Normal School at Monmouth, Oregon:

Monmouth, Oregon, May 29, 1907.

Pres. P. L. Campbell, Eugene, Oregon.

Dear Sir:—Within the past few weeks I have examined with considerable care and great interest text-books on U. S. History, prepared for the public schools. My object has been to indicate which one of these texts could, in my opinion, be used to the best advantage in the public schools of the State of Oregon.

What consideration I have been able to give has resulted in the opinion, which I now firmly hold, that the text by W. C. Doub promises the best results, for the following reasons:

1. It is a complete text-book of U. S. History and Civics combined. I do not see that any other text on Civics need be used where this History is taught, because this subject is as fully developed here as it is in any separate school text on Civics, and has the added advantage of being discussed in connection with the historical conditions under which our political institutions and machinery of State grew.

2. The elaborate outline and lists of carefully selected questions constitute a monument to the patience and skill of the author, and cannot fail to be of great assistance to any teacher, especially to her who has not had much experience. There are 87 pages of such outlines and questions.

3. The topical arrangement of the book appeals to me strongly, since it, in connection with the outlines, renders easy the task of following out from beginning to end, any special line of policy or action. It is the sanest arrangement of historical material for easy learning I have ever seen.

4. The plan of giving comparatively little space to the wars and devoting the principal part of the work to the institutional and industrial growth of the American people is particularly to be commended.

5. The treatment of the wars by continuous campaigns has been found by me, from experience, to be productive of the best results, by far, and Mr. Doub uses almost the identical system which I have used for years, and which I now consider the best. For example, see pages 455 to 482.

6. The marked impartiality of the book upon all questions is in striking contrast with the sectional point of view assumed by most histories. By viewing the Revolutionary War as a continuation of the great struggle of the English people for liberty which began in the Twelfth Century in the reign of King Henry I., and showing it to have been the culminating point in that mighty contest, children are prevented from feeling an unreasoning and unjust hatred for our friends across the sea. By giving a calm and dispassionate statement of the causes, events and results of the Civil War, Mr. Doub contributes largely to the forces which are building up a more kindly feeling between the North and South. It cannot be truly called a Northern History nor a Southern History—it is impartial.

7. The author has spent many years in public school work and knows how necessary it is that a History for use in the public schools should be couched in easy sentences and simple language. He has applied this knowledge in his book and it is clear and simple enough for any one who is mature enough to begin the study of History.

9. There is a clear and distinct patriotic ring to the whole work which cannot fail to inculcate deeply the principles of good citizenship among the children. In fact, one of the greatest claims that Mr. Doub makes for his book is that it will make good citizens of its students.

From these facts I do not see any reason why Doub's History of the United States may not be used by all teachers in the public schools of Oregon with the most flattering results, and I therefore recommend its adoption.

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The Western Journal of Education

May, 1908

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HARR WAGNER, Managing Editor

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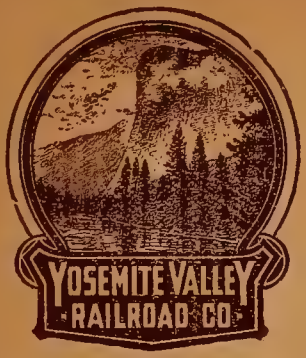

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The Western Journal of Education

MAY, 1908

EDITORIAL

Agricultural High Schools.

The Massachusetts Commission.

In 1905 the Legislature of Massachusetts provided for the creation of a Special Commission on Industrial and Technical Education, to investigate the industrial and agricultural needs of Massachusetts. The Report of this Commission, submitted to the Legislature in April, 1906, is one of the most important educational documents ever submitted in this country. One of the results of this report was the creation by the Legislature of a state commission on industrial education, with Prof. Paul Hanus of Harvard at the head, this commission to have the oversight of all plans and expenditures for industrial, agricultural, and vocational education in the state.

* * *

Agricultural High Schools.

As a part of the work assigned it the Commission has just completed plans for a comprehensive system of agricultural high schools for the entire state. Each school is planned to accommodate from 100 to 200 pupils, and is to be a distinctly agricultural high school, as distinct from an ordinary high school with an agricultural course added. The different local communities are now invited to join with the state in the establishment of these schools. Northampton has definitely voted to unite with the state and found such a school, and a number of other towns are to vote on the question at the spring elections. The Commission plans to have ultimately about twenty such schools scattered throughout the state, one or more being placed in each distinctly agricultural

section and being more or less specialized to meet the local needs. In the Berkshire Hills of Western Massachusetts, for example, it is planned that stock raising shall receive particular emphasis; in Worcester County the emphasis is to be on dairying; in the Connecticut River Valley it is to be on tobacco and special crops; near the large cities it is to be on truck farming and floriculture; on Cape Cod it is to be on cranberry growing and poultry raising; in Bristol County on small fruits and orchard growing, etc.

*
* *

Type of Schools.

The admission requirements for these specialized high schools of agriculture are to be the same as for the regular high schools. Courses in English, Civics, History, the Modern Languages, and Mathematics are to be included as a part of the curriculum. The courses are to be four years in length, with provision for a partial course of two years for those who cannot take the full four years course. The schools will prepare for the normal schools and for the agricultural colleges as well as for practical life. Each school is to be so located as to have land enough connected with it to serve for farming experiments, and greenhouses, nurseries, hotbeds, cold frames, etc., are designed as part of the laboratory equipment of these schools.

*
* *

Subjects of Study.

The nature of the subjects of study and the method of instruction can be given best by quoting from an official announcement:

"Sciences like chemistry and physics permit of immediate and practical application to farming needs, and from the first the pupil is to be introduced to scientific methods in practice. The study of soils, for example, offers a field in determining their character and formation, measuring moisture and other qualities, observing the action of fertilizers, the methods and physics of cultivating processes, farm engineering, etc. Plant life, from the seed to the harvested crop; animal life, particularly in entomology, to learn the ways of insect enemies; growth in the nursery of plants; forestry in

its elementary phases; horticulture, both in the school greenhouses and the gardens; these are to be a few of the lines of practical work in the agricultural courses. Economics will include such practical phases as methods of marketing, farm bookkeeping, money and banking. Typewriting will be taught to boys and girls, for the modern farmer yields to none in availing himself of the advantages of modern improvements.

"Girls will have courses in millinery; dressmaking; cooking, both for the well and the sick; and 'first aid' instruction; while both boys and girls are to be trained in the care and the testing of milk, butter, and cheese-making.

"The first year courses will include farm and garden work in season, study of the soil, plant and animal life in the more elementary stages, manual training, English, physics, business arithmetic, elementary algebra, physical geography, climatology, and drawing.

"Economics, chemistry of the farm, both in lectures and laboratory work, are added in the second year.

"Dairying, farm bookkeeping, rotation of crops, simple veterinary work, sanitation, heating, ventilation, and construction of farm buildings come in during the third year.

"Horticulture, including small fruit cultivation, greenhouse study, forestry, and trigonometry applied to land measurement, are fouth year studies.

"Girls are to have domestic hygiene and economy in the first year with cooking and sewing, in place of some of the more special courses provided for that year for the boys. In the second year comes the chemistry of cooking and the care of the home generally. Gardening, bookkeeping, nursing, dressmaking, millinery are third and fourth year studies, with optional courses throughout for both boys and girls in German, French, and solid geometry. The course for girls will serve as a good preparation for entering the state normal schools, while that for boys will prepare them well for entering the agricultural colleges."

* * *

Such Schools in California.

Some day California will need to carefully consider the whole industrial field and map out a comprehensive scheme of agricultural, technical, trade, and higher commercial work. We could use a dozen such schools as those proposed for

Massachusetts in our state today, and ours could be even more diversified than those of Massachusetts. A half dozen agricultural high schools could be located with advantage in the Sacramento and the San Joaquin Valleys, and they would be of great usefulness to the boys and girls as well as to the agricultural industries of these Valleys. We must be an agricultural nation eventually, and it is wisdom on the part of a state to encourage the scientific development of its agricultural resources. The development of agricultural high schools to supplement the work done today by the agricultural colleges is a step in this direction. In time these agricultural high schools will come to occupy the same relation to the agricultural colleges that the many manual training high schools now occupy with reference to the engineering colleges.

* * *

Starting These Schools.

These agricultural high schools will be somewhat difficult to start at first, due to their greater initial cost, greater cost for maintenance, difficulty of finding proper instructors, and the need of writing new text-books and adapting the scientific knowledge we have to the new problems. There will also be difficulty in starting these schools because the people do not as yet understand their usefulness and value. It will take wise state oversight to guide and develop the movement, and perhaps special state subsidies to state communities in the work. These difficulties will disappear in time as the great value of these schools comes to be appreciated, and we may confidently look forward to a time in the near future when the agricultural high school will take its place along side of the regular high school of today and minister to the needs of a class of young people who at present either do not go to high school at all or who find in it only that which turns them to the city and away from the farm. Any form of education which tends to make farm life more attractive and more profitable is decidedly in the interests of the state as a whole.

ELLWOOD P. CUBBERLEY.

PRESIDENT CHARLES W. ELIOT: We have lately become convinced that accurate work with carpenters' tools, or violin, or pencil, trains well the same nerves and ganglia with which we do what is ordinarily called thinking.

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Little Talks by the Way.

(Under this head Superintendent Hyatt will try to give some account of what he sees and hears and thinks in traveling about officially among the schools of California. It will be somewhat hasty and ill-digested, being jottings on the road. It will deal with personal experiences, and so may look egotistic. It will be subject to frequent change of opinion, and will seem inconsistent. It is done as a free and easy means of communication between the school people of the State and the central school office. If it provokes retort or comment, that will be printed, too, provided that it be brief and interesting.)

Can't Keep Up.

Dear me, I'm getting away behind in telling about the institutes and schools that it has been my fortune to visit in the past few weeks. They are coming so fast and in such bewildering variety as to make one a little dizzy and in danger of falling behind the whole procession. Let me collect myself a little and mop my heated brow, while the wheels of thought go round.

* * *

Inyo County Institute.

The Inyo County Institute was held away back in January, at the village of Big Pine. It is one of the most distant and inaccessible points in the State, requiring about three days of railroad travel to reach it. The route lies east from Sacramento on the main line for Ogden and Chicago. Leaving this main line at Hazen, in Nevada, we turn southward on the Tonopah and Goldfield road. Changing again at Sodaville, we go south on the narrow guage Carson and Colorado Rail-

road, crossing back into California to the rear of the Sierra Nevada Range.

'Tis a rich and beautiful valley, lying close against the mountains, with the greatest peaks of the continent almost overhanging it, drained by Owens River; watered by clear and icecold streams dashing down from the snowy Sierras.

A bronco-busting contest was in progress in the main street of Big Pine when I debarked from the bus. All the populace was out to view the sport. Jolly, generous, whole souled people they are, too. The County Superintendent is Mrs. M. A. Clarke, one of the active teachers of the county. The institute was held in the public school building. Its chief feature was a series of lectures by Richard G. Boone, which were so highly appreciated that the lecturer was held over until Saturday to speak to the people of Bishop.

* * *

Kings County.

Kings County had a three days institute at Hanford, the county seat, beginning March 3rd. The County Superintendent is Mrs. Nannie E. Davidson, who was one of the grade teachers of Hanford for many years before her election. Her office is a model of neatness and homelike comfort; there is a nice carpet on the floor, and pictures on the walls, and the windows were clean, and the whole place had the well-groomed look that comes with good house-keeping. This is as it should be; the County Superintendent's office should reflect an air of comfort and culture and good breeding to all the people who pass through it as the years go on. There are very many County Superintendents in this world, some of them located on the Pacific Coast of the United States of America, who could learn a valuable lesson by inspecting the office in Kings County. I saw the same splendid state of affiairs in the Superintendent's office in Madera and also in Colusa. Strange to say, the Superintendents of both those counties are ladies, too!

* * *

The County Seat.

I think Hanford is one of the nicest towns in all California; it is handsome and prosperous, and is surrounded by

a rich and lovely country. The land is level and deep and fertile; most of it left by the receding waters of Lake Tulare. The orchards and vineyards and alfalfa and hogs and pumpkins seem never to fail; the houses have paint on them; it looks like a good place to live in. The Hotel Artesia was a comfortable haven of refuge; the lobby is a great room reaching from the ground to the roof, covered by glass. In the center is a large artesian well, flowing gently over the edges of the pipe into a huge cement basin beneath. Near this softly flowing water stands a big stove heated by a roaring oil burner, fed by petroleum from the neighboring oil wells. The guests draw up their arm chairs in a great circle around the fountain

MRS. N. E. DAVIDSON

Now serving her second term as Superintendent of Kings County, succeeding James W. Graham, who is now in business in San Francisco. She is a widow, and has had many years' experience as a teacher.

and the genial fire, smoking their pipes, reading their papers and swapping their yarns in peace.

I heard only one unpleasant thing while I was in town, and that was that the city schools there are heated by gas burners without any pipes to carry the products of cumbustion out of the rooms. If this is so, it is positively criminal. To coop hundreds of children in rooms and deliberately poison them with the fumes of burning gas is something that requires investigation by a grand jury at the very least.

Right Here.

Right here I want to digress a minute to call the attention of the school people of the State to the fact that our whole people has been falling into a most dangerous and outrageous habit of late years, in poisoning themselves with gas burners and oil burners. It is a crime against the future, against the State, against the Nation for us to invite disease and lower our vitality in such a way. For anyone to manufacture, sell or use the ordinary oil heater that we carry about to our bedrooms and living-rooms, ought to be a misdemeanor punishable by heavy fine and imprisonment. It is much better to be cold than to be heated in that way. There is no excuse for such a thing, and the same may be said of all kinds of gas heaters that discharge the products of combustion into air that is to be breathed. There is no reason why these heaters should not be made with pipes leading out doors, the same as coal stoves or wood stoves. Most people can afford an honest fire, discharging through an honest chimney; those that can't generally have some member of the family who burns enough tobacco to keep a good fire going all the time in the stove. We school teachers ought to see the suicidal folly of breathing poison, first of all. Especially we should execrate the horror of pouring deadly fumes upon little children who can't help themselves, and who will be damaged and diseased in their future lives because of it.

* * *

All Together.

Kings, Tulare, Fresno and Madera Counties joined hands this year in having their institutes at about the same time, and in using about the same instructors. They propose next year to join in with the other counties surrounding them in the San Joaquin Valley to form a Central California Teachers' Association, taking the place of the old San Joaquin Valley Teachers' Association. This will make a Southern California, a Central California and a Northern California Association in addition to the State Association.

Each of the institutes mentioned above had a singularly strong, helpful and successful program. The instructors from abroad were Mrs. Mary W. George, Richard G. Boone, Alexis F. Lange, Ellwood Cubberley and J. W. McClymonds.

Tulare County.

The Tulare institute was held not at the county seat, but in the town of Tulare. This is not a very large town, but it is quite a famous one just now, for the reason that it has lately voted out the saloons. It is an old-time California town, too, so that cutting the saloons away was quite a difficult and dangerous surgical operation. But the patient seems to have stood the operation well, and to have considerable life and vitality left; which is shown by the fact that a short time ago a $40,000 tax was almost unanimously voted for building a new high school. Voting out the groggeries and voting in a splendid new educational institution is certainly a fine record for a California town, or any other town, for that matter. The world is better and cleaner for all time to come—and happier. Tulare County has one of the largest and most enthusiastic bodies of teachers in the State. The institute was vigorous, earnest and admirable.

*
* *

An Important Matter.

One of the most important questions a County Superintendent has to consider in preparing for an institute is the selection of a place of meeting. Very much of the comfort and success of the session depends upon it. A Masonic or Odd Fellows' Hall, or some similar fraternal rallying-place generally makes a comfortable and home-like meeting place. It is not too large, it is generally well lighted and ventilated, and is comfortably fitted up with a pleasant and cordial expression. A good school room is all right too, when it is prepared for the occasion with thoughtful care. But Heaven preserve us from the vast, frigid and barn-like spaces of the theatres, rinks, town halls, etc., that so frequently are used for this purpose! The audience collects around the edges in a discouraged fringe; the lecturers vainly expend their energy upon the empty spaces in front; the wind flaps the aged curtains and time-worn draperies with chilling effect; filthy floors and broken chairs add to the desolation. I have often been afraid that a Vigilance Committee would get after the Superintendent, but so far my fears have never materialized.

Another Thing.

Another thing the Superintendent ought always to attend to is the placing of some kind of a blackboard in the hall. Hardly any institute instructor, teacher or otherwise, does not at times want to illustrate a thought or point a fact by some marks on a blackboard. Of course he can get along without it in a sort of way, if he has to. But dozens of times I see the people on duty embarrassed, flabbergasted and nonplussed by turning to the blackboard and finding it not there. I always look to see if the Superintendent sinks through the floor or gets struck by lightning, but have been disappointed up to date.

* * *

Still Another for the Superintendent.

The law does not prescribe that the County Superintendent shall go to meet his institute people at the train. It is a troublesome task to do so; there is no real need of it; a traveler who can't find his way to a hotel by himself is a mighty poor man or woman. The Superintendent needs all his time and energy for other things during this period, for he is the hardest worked and worst worried one in the whole bunch. Yet despite the fact that the above observations are indubitably true, it gives an indescribably kindly and gracious atmosphere to a stranger, when he steps off from the train and meets a friendly face and a cordial hand-grasp and a helpful guide to a suitable haven. And it pays, after all. The visitor does more work and does better work, and he does the town more good in all his future travels far away. There is nothing like it, to keep people in a good humor.

* * *

Remember This.

Am I pretty hard on you Superintendents? That's because I love you. If you weren't worth it, I wouldn't waste words upon you. I think the Superintendents of this State are among the salt of the earth, that they are enterprising, eager to do well, and fit to lead the forward progress of their people. They have a truly noble opportunity to make an imprint on the future. Upon their faith, their enthusiasm, everything depends. They are talking and working and thinking

and writing all up and down this great State, doing all they can, each in his way, to make the people of the future better and wiser and happier. I take off my hat to them with all my heart! Remember that's the way I always really feel, no matter how hard my words may seem.

*
* *

You Won't Agree With This.

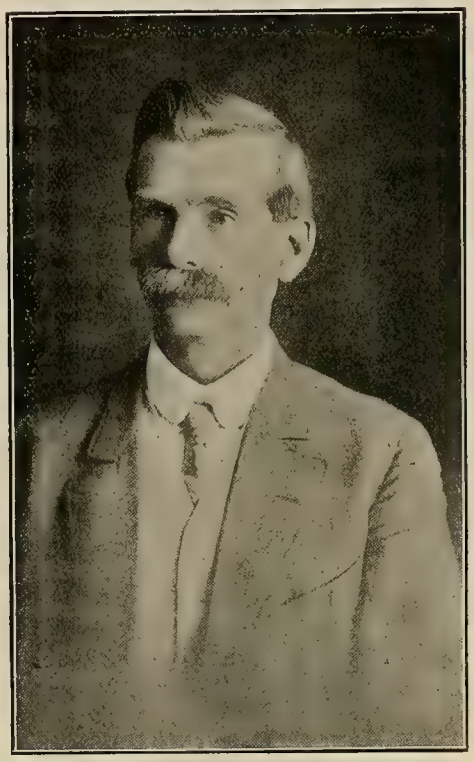
I am gradually coming to the opinion that a five days' institute held at home is the best and most helpful sort in most cases. I know that teachers often urge the Superintendent to cut the institute down as short as possible, but half the time they don't really mean it. When you hold the three days' institute, the other two days of the week are lost to the schools, in any way you fix it. It makes trouble when we give these two days to get to and return from the institute, because those near at hand have an unfair advantage over the distant ones. There are educational losses in picking up the whole county and going off to a distant city that are not entirely balanced by greater instructors and larger numbers. A carefully prepared five days' institute at home, with something provided for everyone to do, with ample provisions for long recesses, few formal lectures, much conference and social life carried on by a body of loyal and sincere teachers—this comes nearer to the genius of the California institute than anything else that I have seen. There are possibilities for good in it only half explored as yet.

*
* *

The Fresno Meeting

Fresno and Madera joined hands this year in conducting a joint institute in the beautiful Washington school in the city of Fresno. It was a fine meeting, full of the breath of life and strength and energy. I think that everyone there felt that this was true. Superintendent Lindsay of Fresno acted as chairman and Miss Estella Bagnelle, the bright and capable Superintendent of Madera County, acted as vice-president. Superintendent McLane of the Fresno city schools made an address on the Valley Association. Professor Cubberley gave a series of lectures on a teachers' reading course. A most commendable feature was a Trustees meeting Friday

morning, conducted by Superintendent Lindsay. Sixty trustees were present. They discussed with the keenest interest some of the questions connected with school supplies and school funds. This meeting was all too short, and it did not reach the most important particulars of the trustee's work at all.



E. W. LINDSAY

Superintendent of Fresno County. He is a Canadian by birth and has taught school twenty years. At the time of his election he was principal of the Washington School, the largest and handsomest school building in Fresno. Mr. Lindsay was nominated for State Superintendent five years ago, against Mr. Kirk, but declined to run against his old Superintendent.

In my humble opinion, publicly expressed, the greatest improvement possible to make in the California institute system would be to devise some way to get at least one member of each Board of Trustees to attend the county institute.

City and County of San Francisco.

San Francisco held its institute on Wednesday, Thursday and Friday, March 25, 26, 27. The sessions were held in the Mission High School. Superintendent Roncovieri made an eloquent opening address; President Wheeler and Professor Moses and Professor Lange of the State University gave interesting lectures; Judge Murasky spoke of the Juvenile Court; Dr. James E. Russell of Columbia University spoke a number of times; Professor Heaton delivered an address on "The Forward Look." During the intermissions a large electric graphophone was operated. The machine was so perfect and its songs so lifelike that the audience stood still and kept quiet during the recesses, listening as to a prima donna, and frequently broke into applause, as if the singer were actually there.

* * *

Marin County.

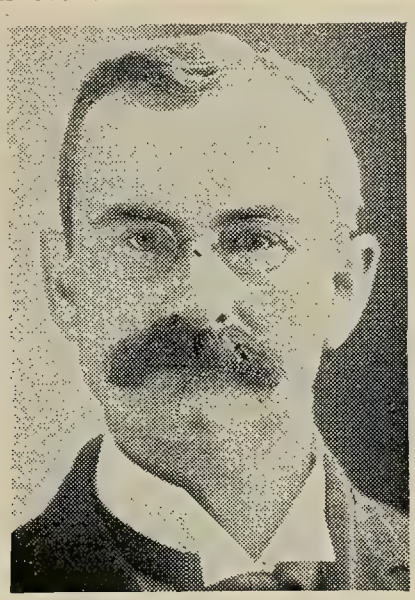
The institute at San Rafael was held Tuesday, Wednesday and Thursday beginning April 6th. It was an Institute by Committee. Large committees were formed; one on local organizations, on professional reading, on individual reading, Nature study, revision of library lists, a uniform system of report cards, grading pupils from other counties, and Arbor Day. The principal part of the institute was the conference and labors of these committees. To fill in the chinks there were talks by Professor Lange, John Drew, H. A. Green, Allison Ware and Richard G. Boone. The meeting was held in the High School. It certainly was an earnest and enthusiastic body of teachers.

* * *

Alameda County.

The Alameda institute was held April 6, 7, 8. It was unique in several particulars. Its place of meeting was Idora Park, a pleasure resort of Oakland which sprang into great prominence immediately after the earthquake and fire. The teachers in their leisure moments had access to all the sports and games that can be imagined: skating rinks, merry-go-rounds, scenic railways, toboggan slides, fortune tellers, wild men of Borneo, and many another such intellectual treat. The

institute was called to order in the great theatre building, and it was packed from cellar to garret—one of the largest institutes in the State. Last year Superintendent Frick had only one institute instructor, Richard G. Boone, who gave a correlated series of lectures. This year he pursued the same plan, and with the same lecturer. A somewhat eloquent



GEORGE W. FRICK

Superintendent of Adameda County. He served four years, 1891-95, was out of office twelve years and was then re-elected in 1906, succeeding T. O. Crawford. He has twenty-eight years' experience to his credit. Alameda is one of the most populous counties of the State, including the cities of Oakland, Berkeley and Alameda. It has more than 750 teachers.

tribute to Dr. Boone, if actions speak louder than words. Miss Huntington of the San Francisco Normal School exhibited a model school library. A large part of the program consisted of music, singing and piano and violin recitals by expert musicians from Oakland and the neighboring cities. The Alameda County High School Club gave a banquet at the Fremont High School Tuesday evening.

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Please Stand Up!

The confidence of this letter in my acquaintance with ten thousand teachers is touching, but I blush to confess that I've

lost track of Sara. Will she please stand up so I can tell where she is?

DEAR SIR: There is a lady teacher in your State by the name of Sara Kerr. I think she has been teaching for a good many years. So I thought perhaps you could give me her address. . . . Please do not throw this into the waste-basket without giving it any thought, as it is very important (to Sara Kerr) that I should get her address.

Thanking you for anything you may be able to do, I remain, Yours truly,

E. J. BOVARD.

Clarks Mills, Pa., R. D. No. 30.

* * *

Sloyd at Eureka.

I hear from Superintendent Thornbury at Eureka that beginning March 1st Sloyd and hand sewing courses were introduced into the sixth, seventh and eighth grades in that city. There are 248 boys taking work in carpentry, and 263 girls learning to sew; almost enough to house and clothe the population of Humboldt County, if they keep steadily at work!

* * *

And Don't You Forget It.

At the meeting of the State Board of Education on January 1st, that body ruled that no more of the University and Normal documents shall be given out *on parchment.* Superintendents will remember that for the parchment form a fee of $1.25 has been charged, while the paper form is free. Now there is only the single paper form to be had, and no chance of mistake. So please take note of this in the future, and send in no more fees for documents, for they can only be returned, at a waste of our time and yours.

* * *

Another Californian Heard From.

Dr. David S. Snedden, of the Teachers' College, Columbia University, is the author of a recently published monograph on Juvenile Reform Schools in this country. Dr. Snedden went to Columbia from Stanford University a year ago. His

publication is of interest to us both because of his former work in this State, and because it is an indication of the increasing breadth of purpose with which educational work of this kind is being carried on.

* * *

Education Building for New York.

The great State of New York is soon to have a separate building in Albany for its Department of Education, together with the State Library and the State Museum. New York will be the first State to have such a building. Her legislature provided munificently for its erection, limiting its cost to three and one-half millions of dollars, exclusive of the cost of the site. Plans have already been accepted, and the State has advertised for bids for its construction. The building is expected to be ready for occupancy by the end of 1910. Besides the administrative offices of the department, and ample accommodation for the library and museum, the building will contain an auditorium to seat 1000 people. The plans call for a four-storied building 650 feet long, with a magnificent colonnade its whole length.

* * *

Biggest Battle of All.

The biggest battle of all the ages is the one just beginning against Consumption. Waterloo, Gettysburg, Mukden, are harmless kindergarten plays when compared with the carnage wrought every month by the foul fiend Tuberculosis. The civilized world is getting together for a campaign against it—for it is preventable, preventable by those who have and use the proper knowledge. Now the scattering of knowledge is the special monopoly of us school teachers; wherefore it behooveth us to sit up and observe intelligently what the world is doing in this particular. A world congress is planned for the near future. We have a State Society for the Study and Prevention of Tuberculosis, and it is leading the way. It has embodied the simplest and most important results of its work in two little pamphlets, one for teachers, one for homes. These contain the boiled down information that should reach all the people, as the first move in the great battle.

This Society works for the good of humanity, and gets no

money out of it. All the cash it does get, by payment of dues, donations, etc., it spends in printing. It has just printed one-third of a million copies of the above pamphlets and is distributing them to the teachers and children through the County Superintendents. The part for each of us, in this first step of the great campaign, is to absorb these pamphlets ourselves and to pass them along in such a way that their facts will surely filter into the whole people, becoming flesh of their flesh. Some of the members of this Society, notably its Secretary, will go to institutes when desired, to present the case graphically. He has a fine lantern and original slides. He has been for many years a specialist in this disease, and is one of the most skillful and scholarly physicians of the coast. He makes no charge for lecturing beyond his necessary traveling expenses; but when he receives more than expenses, the surplus is used in advancing the good fight. His address is Dr. Charles C. Browning, Monrovia, Cal.

* * *

An Alemeda School.

I hope you'll all enjoy the picture of the school orchestra in the Mastick School at Alameda. Isn't it the real thing,

BOYS' ORCHESTRA IN THE MASTICK SCHOOL AT ALAMEDA

It plays lively and popular airs every day, while the big school marches in. From a photograph taken expressly for this purpose.

natural as life? How jolly the little fat fellow looks!

They play with dash and enthusiasm every day, while the big school marches in. Two of them are from the 6th grade, two from the 8th and two from the 7th, if my memory is correct.

Virginia is the mother of presidents; and the Mastick School is the mother of superintendents, apparently. Chas. C. Hughes was the principal at Mastick—and became the superintendent of the city. Fred T. Moore became principal —and passed on to the superintendency. The present principal is Leroy H. Armstrong, and he may profit by their example.

The school is a splendid one, filled with enthusiasm and life and enterprise and go! The teachers, about twenty in number, served a noonday lunch the day I was there, with lovely creamed shrimps, charming coffee, handsome bread and butter and everything else that was good.

* * *

Dignified and Inspiring Idea.

The Lincoln Educational League has a fine and inspiring idea— to assist in placing in the schools of America bronze tablets bearing the full text of the famous Gettysburg address. These cost $40 each; and the League has a fund of $20,000 to use as long as it will last in paying half of the cost, the school or some private donor to pay the other half in each instance. The League is managed by some of the best men of our nation, among them Edward Everett Hale, Levi P. Morton, George B. McClellan. It wants to get into communication with teachers and school officers with a view to stimulating earnest study of Lincoln and his principles in the future, by means of the bronze tablets and in other ways as well. Its secretary is Francis D. Tandy, 38 East 21st street, New York.

"I'm ashamed of this composition, Charley," said a teacher in one of the local schools this morning. "I shall send for your mother, and show her how bad you are doing."

"Send for her—I don't care," said Charley. "Me mudder wrote it, anyway."—*Albany Journal.*

State Text-Book Committee

This is a standing committee of three from the State Board of Education. It has charge of all matters relating to the State Text-Books. Its Secretary is George L. Sackett.

The Secretary will try to use this department to bring his work in closer touch with the teachers of the state by recording each month the details that seem to be of general interest.

Query—"What is the "Rice Ordeal"? What can we learn from it? Page 163, California State Series Physiology and Hygiene. This office "gave it up," and passed it on to the Pacific Coast Representatives of D. C. Heath & Company, who also "gave it up" and it has now gone to the author of the text in the east. We hope to be able to answer the "query" in the June number of the *Journal.*

In lesson 66, page 90 of the State Series Speller—Book Two—one reads, "The Mikado of China. * * * "It should read, "The Empress of China," * * * and in the next edition of the speller the correction will be made.

It is the aim of the Text-Book Committee to have all State Series Texts as nearly correct as possible, and it courts corrections of texts in any subject.

Twenty thousand two hundred and thirty-two copies of State Series Writing Books have been sold since being placed on the market, January 1, 1908. Frank A. Kent, Supervisor of Writing in the Stockton City Schools, and author of the Movement Exercises of the State Series Writing Books, is also author of a "Writing Chart," published by the American Book Company, which is well adapted for teaching writing in the schools of the State.

"Among Country Schools" by O. J. Kern, published by by Ginn and Company, is a book worthy of a place on the desk of every teacher, especially those in rural schools. If this book is not on the Library List of every county in the State, it should be, and we heartily recommend it to all County Boards of Education as being worthy of careful consideration.

"The Community and The Citizen" by Arthur William Dunn, published by D. C. Heath and Company, is another splendid "Desk Book," worthy of a place on every Grammar Grade Teacher's desk.

Return Postal Exchange

(Once a month the Superintendent of Public Instruction will send a postal card question to the Superintendents of California, upon some important school matter that can be briefly and easily answered. The results will be put in this column.)

The inquiry this month was directed at the professional experience and the education of the County Superintendents and the County Boards of Education in California. Some people think our present laws tend to place *politicians,* without much educational experience or sympathy with schools in these positions. To get some fresh and reliable facts enabling one to get an intelligent idea of this matter, a request was sent out to the Superintendents for salient data. The following tabulation gives the results. About a dozen Superintendents failed to get replies in soon enough to be included in the table.

A. COUNTY SUPERINTENDENTS.

Number of replies received	42
Number of County Superintendents who are College graduates	5
Normal graduates	10
High School graduates	5
Correspondence course	1
Common school	2
College trained (not graduates)	8
Normal trained (not graduates)	3
High School trained (not graduates)	6
Business college course	2

In addition to the above items, five have also attended University Summer Schools for one or more terms; and a number have had both college and normal training.

B. MEMBERS OF COUNTY BOARDS NOT SUPERINTENDENTS.

Number of replies received	124
Board members who are College graduates	42
Normal graduates	36
High School graduates	19
College trained (not graduates)	11
Normal trained (not graduates)	5
High School trained (not graduates)	7
Common school educated	25

Some striking facts that cannot be shown by tabulation are these:

No Superintendent has had less than four years' teaching experience. Among the longer experiences are one 35, three 30, one 28, one 25, one 23, one 22, two 21, three 20; only twelve have had less than ten years' experience. The average is 15 years.

Of all the Board members reported, all but six are specially stated to have been teachers. These six may have been teachers also, but so far as we can tell from the returns. Only eleven Board members have fewer than five years' experience in teaching. One has 40 years; a dozen have 30 years and over; the average for all is 13 years.

Now, as to generalizations of the whole case and deductions as to fitness of the school officers of the State in this year of our Lord 1908, each reader of this is free to make that for himself, and it is his duty to do so. To the ordinary citizen it will probably look as if these school officers fitly represent the various counties of the State at the present time and that they are chosen from among the best educated, most experienced, most vigorous and enterprising teachers of the county in most cases. Doubtless some glaring exceptions can be dug up by conscientious diggers. Any one who wants to interpret the figures above in a brief and pointed way can have space in this department in which to do it.

State Board of Health.

The State Board of Health is the highest official authority upon the promotion of health and the eradication of disease in California. Its Secretary is Dr. N. K. Foster with offices in the state capitol. With the object of giving to the teachers of the state the best ideas and the latest investigations of this Board, Dr. Foster will prepare something of public interest under this heading each month.

The last Legislature appropriated the sum of two thousand dollars and placed it in the hands of the State Board of Health "for the dissemination of knowledge among the people of California as to the best means of preventing the spread of tuberculosis," and making it their duty "to publish, procure and distribute free to the people of the State of California printed matter, charts, or pictures showing the prevalence of tuberculosis, the danger of infection therefrom and the means of prevention and cure."

This is a step in the right direction, but how inadequate the amount is will be seen when we consider that there are at least 2,000,000 people in the State and that two thousand

dollars means only a tenth of one cent to each person, or allowing five persons to a family, a half cent for each family group. As a circular letter will cost in postage one cent, it would take four thousand dollars to pay the postage for placing printed matter in the hands of each family in the State, even if we had the matter and help to send it out.

We want to reach all, for there are none but what need information on this subject, which is killing, needlessly, one in every six and one-half of our population. How to reach them with the small appropriation was a problem in finance which we would not have been able to solve had not Hon. Edward Hyatt, State Supt. of Public Instruction, come to our assistance. With a broad humanity and a deep interest in this great social question he offered the aid of the State schools, believing that the thousands of bright, intelligent teachers were the very ones to inculcate the truths about this terrible scourge. The State Board of Health has secured from the California Association for the Study and Prevention of Tuberculosis enough pamphlets (No. 11) for all the teachers in the State, besides enough smaller ones for all the pupils. These have been sent to the different Superintendents of Schools with the request that they be distributed to teachers and scholars. This will entail, no doubt, considerable work for the Superintendents, but we sincerely hope that they will take up the task, if such it be, with their usual energy and love of doing good.

We ask the teachers to carefully study the pages of the pamphlet and to teach it to their scholars. The truths contained therein are applicable to other diseases and there is no doubt but every teacher can save a life each year, and possibly many more, by first knowing and practicing the proper methods of life and then teaching it to the children. The teachers should see that the small leaflets are put in the hands of the children and read and explained in school and directions given to take them home and explain them to their parents and other members of the family.

If this can be carried out carefully, and it only requires a small sacrifice to do it, a vast amount of good can be done. It will lay the foundation for future and more extensive work and be the means of saving untold suffering and loss of life. We wish to thank Mr. Hyatt, the Superintendents and teachers for their interest and kindness. Should extra copies be required by any one they can be had by applying to the State Board of Health at Sacramento.

Our Inefficient Grammar Schools.

ROBERT H. LANE.

As Americans we are justly proud of our public schools. Perhaps no country in the world has developed in a short time such a complete and effective system of education as we have. As a people we are inclined to persist in the tradition of a great and glorious country and refuse to open our eyes to some of its glaring defects. As a people we are even more inclined to refuse to believe that the public school is not altogether the success that we have believed it to be.

When we come down to dry school reports and to statistics we are confronted with a state of affairs that is little less than appalling. Our educational balance sheet shows a deficit—an ever increasing loss along certain lines. Theoretically, our school system consists of an elementary school of four grades, a grammar school of four grades, a high school of four years, with four years in the university as the last stage of training. While it is only reasonable to believe that from time to time the large attendance in the early years will gradually decrease as the children grow older, it is altogether impossible to believe that the actual numbers can be the average to be expected. The truth is that sixty out of every one hundred children leave school by the end of the sixth grade of the grammar school, ninety per cent leave by the end of the eighth grade, only ten per cent get to the high school and of these hardly one per cent get through a higher institution of learning.

Let us take two cities and compare their attendance by grades. Let us take New York City with a population of 4,000,000, situated on the Atlantic Seaboard and compare it with Los Angeles with a population one-twentieth as great, situated in the extreme southwest. The figures for New York City are taken from the report for 1906:

Grade I....57,893	Grade V...72,128
Grade II...81,780	Grade VI..57,147
Grade III..81,114	Grade VII.43,260
Grade IV..77,822	Grade VIII.28,932

The figures for Los Angeles are for the school year 1906-07:

Grade I....7,022	Grade V....3,957
Grade II....4,297	Grade VI...3,399
Grade III...4,820	Grade VII..2,820
Grade IV...4,524	Grade VIII.1,864

In both cases it will be noted that from the third grade on, there is a steady decrease in enrollment and a steady increase in the number of children leaving school for one reason or another.

In the New York City report for 1905 it appears that there were enrolled for that year in the 6th grade 54,910 pupils. These pupils a year later should—all other things being equal—be in the 7th grade. But from the table above we note that the 7th grade in 1906 contained only 43,260 pupils. In other words, the difference—11,650 pupils—have dropped out of school. The promotions from the 7th to 8th grade show a loss of 11,050 pupils, from the 5th to the 6th grade of 15,130 pupils. In the three grades named we have a total of 37,830 pupils who have dropped out of the New York City schools for one reason or another during the years 1905-06. Two facts should be noted here—first, that these figures are smaller in proportion than they would be in other cities or in rural districts, owing to the strict enforcement of the compulsory attendance law under which New York City works. Second, that the splendid equipment of the New York City schools and the recognized ability of the executive force contradict the theory that the loss of attendance is owing to any defect in the administration of the city schools.

If these figures are correct, are our grammar schools efficient? Are they "doing the business?" Are they providing for all the children or for just a few?

If we go into a study of the children who leave school early, it appears that they fall into one of three classes:

1st. Children of foreign birth or foreign parentage who come to school handicapped by a lack of knowledge of our language, and who gradually fall behind their grade in mastering it.

2nd. Children who through improper grading, illness, poor behavior, constant travel from one place to another, or any or all of similar circumstances become dissatisfied with school, lose all interest in it and desire something new and fresh.

3rd. Children who leave school at the age of fourteen to go to work, either from their own desire to do so or from pressure at home either by parents or by lack of means.

Aside from these there is of course the class of "regular" pupils who get along well in school, who have no adverse circumstances to struggle against and who go on from first

grade to university without a hitch. But as we have seen, these are the minority. The others go out into the world as members of one of these classes:

1st. Children who go to work in some large business concern as cash-boy or girl, messenger or helper. Such children if they have ambition and are favored by circumstances may rise to a responsible position. The great majority do not, simply for lack of special training. If one of these loses his job, there are dozens waiting for it.

2nd. Children who apprentice themselves to a trade—the boys as plumbers or workers in similar mechanical lines, the girls as milliners, dressmakers, bookkeepers, box-makers, etc. This is decidedly a more hopeful class than the first and members of it usually attain to good positions if industrious and dependable. Statistics show, however, that apprentices beginning work at sixteen with a training in elementary handwork can earn more wages in a few years than the boy who begins at fourteen with no training at all.

3rd. Children who either do not go to work at all or who drift from one job to another on account of general incompetency or laziness. This class—nearly all boys—is the most hopeless problem of the day. From it are recruited the companies and regiments of the unemployed, the hoboes, the "bums," the hangers-on at the tough dance-halls, the prize rings or the saloons; in short, all those who live by their wits or by preying on the public, either as occasional offenders, or as out-and-out criminals. Such are the by-products of our public schools. Be it admitted that other conditions are working against the school—conditions which will be rectified only by radical changes in our social fabric, but in the main the grammar school is responsible for the great army of young people thrown out on the world before their schooling is done. Can any system of which this is true be rightly called anything but "inefficient?"

New York City has wrestled with the problem for some time. In the report for 1905, Mr. Clarence Meleney, Associate Superintendent of Schools, writes as follows:

"I would have in every large school two graded systems of classes. One for the normal children who are qualified for advancement each term, and who are capable of accomplishing all the required work of the course of study without strain or overwork; the other for the children above the average age who are slower in their mental activities and

growth or who have been retarded in their education on account of illness or other circumstances interfering with regular school attendance and regular promotions."

"The first division of the school would pursue the regular course of study in all subjects. The second division of the school should contain only six grades of one year for each grade. The second division would require a new course of study embracing only the fundamental work in reading, spelling, writing, English grammar, arithmetic, geography and manual training. Girls should be taught sewing from the third year, and cooking from the fifth year. Boys should be taught elementary manual work in the third and fourth years, and shop work in the fifth and sixth years. Music should be limited to rote singing. Boys and girls should have gymnasium exercises and games during the fifth and sixth years. Brief classroom exercises in physical training should be given from the first, through the sixth year. The arithmetic of the course should embrace the four fundamental rules in integers, common and decimal fractions and percentage. The common weights and measures should be taught. Oral language should be practiced daily. Written composition should be limited to letter writing. Geography should be limited to map study and the industries, with special reference to the United States.

"The pupils of the second division who may be obliged to leave school to obtain employment certificates as soon as they become fourteen years of age, if girls, will have an opportunity to learn cooking; and, if boys, to have a year or two at shop work. They will also be able to master the rudiments of the subjects required by the compulsory education and child labor laws. No child should be permitted to leave school at fourteen years of age at any grade without at least an elementary training of two years in cooking or shop practice."

Notice particularly the paragraphs which close his report. Here Mr. Meleney gets at the very heart of the whole matter:

"Heretofore we have failed to adopt the instruction to the quality of the material we have been dealing with. Some children are capable of being developed into scholars, others never can be. Some have abilities capable of a good degree of culture, others never can acquire intellectual attainments, but may be trained to become efficient operatives. Different systems of education are absolutely necessary for each class.

The work of a school may be likened in a measure at least to the work of a factory. There is material upon which skilled labor is to be applied for the purpose of producing valuable products. Certain material may be manufactured into a very high grade of goods, while other material can only be productive of a much lower grade. The machines, the methods and the processes must be adapted to the material with a view to the purpose of the finished articles. No business concern would attempt to produce the same kind or quality of goods from different grades of raw material, nor would venture to run all kinds of material through the same set of machines, or to subject widely different grades to the same processes. But the school is not a factory, nor does it deal with crude matters. The school deals with human minds and human souls.

"If physical material must be operated upon in accordance with its nature, and with a view to the ultimate product, how much more necessary is it that the treatment of human beings should be adapted to the quality and the ultimate destiny of the children.

"The industrial element in education is an absolute essential in any comprehensive system of compulsory education. For years I have urged the establishment of elementary industrial schools, and I cannot omit to urge again upon the Board of Superintendents and the Board of Education this great need. The education of children in our public schools who are eager for study and who may almost be said to be educating themselves is a simple problem when there are school rooms and teachers; its administration is like child's play in comparison with the problem of properly, adequately and efficiently educating the thousands of boys and girls who attend school reluctantly because the training fails to awaken interest and to be appreciated. They know, and we all know, that the common school studies lack the element necessary to fit boys and girls to become wage-earners by manual work. How long must we delay to provide a system of training for the manual workers who are to float out upon the industrial sea of this great metropolis? Do we not realize that in providing for an almost purely intellectual training we are intensifying the principle of classes and castes? Has the time not arrived when an education for mechanical industry is as vital as an education for college and for commercial pursuits? I consider the development of our system along these lines

one of the most necessary means of controlling school attendance and the enforcement of the Compulsory Education Law."

In the same report James P. Haney, Supervisor of Manual Work, New York City, proposes a definite solution of the problem along similar lines. Mr. Haney says:

"Many boys in our elementary schools to day do not complete the elementary school course, but at the age of fourteen years, if they have reached the A-6 grade, leave school to seek work. The greater number of these endeavor to enter the trades. The late report of the Douglas Commission of Massachusetts showed that on an average two years are wasted by these boys in an effort to secure industrial training.

"Such boys should be retained in school, if possible, and this waste of time minimized. Training in industrial work in the higher grades would aid to so retain them. This instruction would not be for boys desirous of going higher in the grades or into commercial, technical or other high schools, but for those who would otherwise leave in the sixth year.

"Provision should, therefore, be made to establish this industrial training in certain centers, where the tendency to leave school early is marked. The work referred to should be offered in the seventh and eighth years, and should consist of suitable courses in language and number with at least ten hours a week hand-work. Much free hand drawing and working should be done in connection with the shop work. Both the number and language work of such a course should also be made to relate intimately to the needs of the shop. The course should be made a thoroughly practical one—not merely utilitarian and looking to the development of automatic skill through the mechanical performance of a given operation, but broadly designed to give the pupil a better insight into mechanical operations, and a hand training which will stand him in good stead in whatever industrial field he may later enter. Such a course would be in effect a preparatory trade course, giving the elements of industrial work, but undertaking to teach no special trade. It would undoubtedly serve to hold in school many pupils who now leave at the end of the sixth year. It would aid to reduce the waste time to which the Douglas report refers."

Chicago is realizing that the inefficient grammar school needs a reorganization. John Dewey, long connected with the Chicago University Elementary School, takes up the problem in his "School and Society":

"Hardly one per cent of the entire school population ever attains to what we call higher education; only five per cent to the grade of our high school; while much more than half leave on or before the completion of the fifth year of the elementary grade. The simple facts of the case are that in the great majority of human beings the distinctively intellectual interest is not dominant. They have the so-called practical impulse and disposition. In many of those in whom by nature, intellectual interest is strong, social conditions prevent its adequate realization. Consequently, by far the larger number of pupils leave school as soon as they have acquired the rudiments of learning, as soon as they have enough of the symbols of reading, writing and calculation to be of practical use to them in getting a living. While our educational leaders are talking of culture, the development of personality, etc., as the end and aim of education, the great majority of those who pass under the tuition of the school regard it only as a narrowly practical tool with which to get bread and butter enough to eke out a restricted life. If we were to conceive our educational end and aim in a less exclusive way, if we were to introduce into educational processes the activities which appeal to those whose dominant interest is to do and to make, we should find the hold of the school upon its members to be more vital, more prolonged, containing more of culture."

To correct the school course Dr. Dewey speaks as follows:

"Along this line we have found that handwork, in large variety and amount, is the most easy and natural method of keeping up the same attitude of the child in and out of the school. The child gets the largest part of his acquisitions through his bodily activities until he learns to work systematically with his intellect."

Superintendent Bogan of the Chicago Vacation School supports Mr. Dewey's statement in his report of 1905:

"If, as I maintain, industrial art is a strong incentive to attendance at school, we are justified in asking that this work be extended still further in order that it may fully accomplish its mission in maintaining school interest. In these times, it is seen that the people of our republic require greater knowledge than in former days; hence, it is necessary that education, which is truly the bulwark of democracy, should supply much more than an elementary knowledge of the three R's. But are the growing generations taking full ad-

vantage of the educational means at hand? By no means, for it is a startling fact that a large percentage of pupils leave the public schools before the completion of the fifth grade, believing, no doubt, that another year or two of reading, writing and arithmetic will do little more to fit them for life occupations. What wonder, then, that they drop out of school for the purpose of earning their daily bread, and what a terrible reflection it is on the present curriculum that these children see no hope in a continuance at their books. Does not this attitude of indifference to education on the part of parents and children justify a great extension of practical work in manual training? But there is still a greater justification and one that comes more closely within the present scope of our educational efforts; namely, the remarkable effect industrial art has in reducing crime. On this point the recent census taken by the Board of Education shows that nearly thirty-three hundred boys between the ages of fourteen and sixteen are not working, and do not attend school. Almost any experienced policeman will tell you that a large percentage of our criminals, especially those of very recent times, were under twenty-one years of age when their villainy reached its climax. If these young men had been provided earlier in life with congenial occupation to keep them away from the temptations of the streets, I have no doubt that Chicago's criminal record would be less gruesome."

At the last meeting of the National Educational Association held in Los Angeles, July, 1907, Prof. Jesse D. Burks of the Albany Training School for Teachers read a paper with the rather formidable title: "Can the School Life of Pupils be Prolonged by an Adequate Provision for Industrial Training in the Upper Grammer Grades?" After discussing the condition of our inefficient grammar school, Mr. Burks proposed as a remedy, the elective system in the sixth grade and above. The theory underlying the plan is that if many courses were open to the children in the upper grammar grades, they could choose such as would provide instruction in and fit them for the specific labors they would engage in after leaving school.

Mr. Burks has found an ally in Prof. Hanus of Harvard University who warmly advocates the elective system. He goes even farther and proposes that the seventh and eighth years of the grammar school be done away with completely, thus restricting the elementary school to a six year course.

He would in addition lengthen the high school course to six years, making the division between elementary and secondary schools come at the age of twelve years instead of fourteen as at present. This latter plan, while radical in the extreme in American eyes, is justified by the history of the German public schools; that it will ultimately be adopted in this country, there can be little doubt, as it would in every particular work for the welfare of the schools and of their pupils.

If we turn to Germany, we will find a solution of the problem, as it affects German children. There can be no question that Germany has the most effective school system in the world, as far ahead of ours as ours is ahead of those of other countries. After years of trial the Germans have evolved a school called the "realschule," the "real" or "practical" school, to distinguish it from the classical or literary school. In Germany, elementary education stops short at the age of nine, and the graduate of the lower school may complete his schooling in one of the three real-schulen. These are as follows:

I. The realschule proper, admitting children at the age of nine, giving them six years of work in the practical elementary studies and graudating them at the age of fifteen. This school is intended primarily for boys who have to go to work as soon as possible and cannot take time for more schooling.

II. The oberrealschule or higher real school, admitting pupils at the age of nine, giving them nine years of work similar to that of the realschule, but at greater length, and graduating them at the age of eighteen. This school is intended for working boys who can afford to spend two or three years longer in school than the realschule pupils. It is also intended to fit pupils for the technical high schools and the universities.

III. The realgymnasium, admitting pupils at the age of nine, giving them nine years of work similar to that of the realschule but adding Latin, and graudating them at the age of eighteen. This is intended as an alternative to the oberrealschule for boys who expect to go to work at graduation, and also as a preparation for scientific work in the high schools and universities, for it must be noted here that by an act of the imperial government, universities must admit graduates of the realschulen on presentation of their diplomas. In this way, boys may pass at once from the secondary school

to the university without passing through the high school. It is also to be noted that besides the realschulen are the gymnasia or classical secondary schools which provide nine year courses for pupils who intend to go to the university and later enter one of the professions. It will be seen at once that the striking feature of the German school system is the elaborate provision made through the three realschulen for the education of those who will in later life be employed in the lower ranks of life, or at least outside of the professions. In this country, on the contrary, elementary schools are arranged solely to prepare for the classical or literary high school, from which less than ten per cent of the elementary school pupils graduate. It is not too strong a statement to say that in American education any special provision for our boys similar to that of the German realschulen is absolutely unknown. That such a vital weakness in our national education is having its baneful effect, the opinion quoted above from Mr. Meleney, Dr. Dewey and the others are sufficient proof.

Such are the conditions. What is the remedy? New York finds it in special classes, Chicago in manual training, Mr. Burks in the elective system, Germany in the realschulen. The elective system on the face of it, is the least effective remedy offered. The elective system in the grammar schools would result both in an increased overloading of an already overladen course of study and a bewilderment as to what to choose on the part of children far too immature to know what is good for them. If the elective system is a doubtful success in the high school, it will not be a success below. The other remedies have two common features. A simplified course of study in the essentials and a large amount of manual training of one sort or another. Whatever solution of the problem is made in the future it cannot escape these features. The "efficient" grammar school of the future will teach a few things and teach them well, and will train the hand equally with the head. The reason manual training has been so successful in the past is because it concerns itself through woodwork, cooking and sewing with the primal needs of human life—food, clothing and shelter, so the "efficient" grammar school will be made for children with these needs, and will be based on the life of the home. The "inefficient" grammar school has little relation to human life and needs, the "efficient" grammar school will touch it at all points. In work-

ing out a plan for an American school of the realschule type it must be admitted that no ready-made plan will succeed. The task is a difficult one and years of experimenting will have to be made before success is attained. It would be impossible to found an American school on the German pattern for many reasons; a better way is to modify the system in vogue to secure the desired ends. As far as can be determined without actual practice and experiment the following plan seems to answer the needs of the situation.

Every large city should have in the poorer district a grammar school modeled after the realschule type but adapted to the needs of the children who would attend it. It should provide four years of instruction admitting children at the age of twelve years and graduating them at the age of sixteen. It should devote one-half of its time to instruction in the elements of the formal studies, one-half to what Mr. Meleney calls the "school arts" or manual training. As Mr. Meleney points out all work in arithmetic, geography, spelling and language should be restricted to the simplest principles of those subjects. The manual training courses should provide three years of wood-work for the boys and one year of metal work. The girls should have courses in sewing, cooking, dressmaking, millinery and household economy running parallel throughout the four years, progressing steadily from simple work to difficult work. Details would have to be worked out in actual practice but the underlying theory would be found to be sound. Every such building should have one room under the charge of an experienced teacher to be used as an "undergraded room" where individual instruction could be given and the "misfits" brought up to the standard. Often a most promising student needs to be sent to such a room for repairs—mental and moral—when the regular teacher can do nothing for him.

Such seems to be the "efficient" school of the future.

The arrival of the great American fleet in the Pacific has attracted the attention of our people to the glory of war, and the armed defense of the United States. It follows that May 18th should be observed as peace day with more effectiveness than ever before. Teachers who desire literature on the subject of Peace should write to Mrs. Alice L. Park, 631 Gilman street, Palo Alto.

U. S. Bureau of Education.

The first Conference of the Chief School Officers of the several States and Territories with the United States Bureau of Education was held in Washington, D. C., February 24, 1908. The Conference was called by Honorable Elmer Ellsworth Brown, Commissioner of Education of the United States, for the purpose of considering educational interests which are common to all of the States, and which might presumably be furthered by a free comparison of views. Two interesting sessions were held, at which the State Superintendents of thirty-seven States and Territories were present. The Educational Commissions of Illinois and Iowa, the General Education Board, the Southern Education Board, and the Peabody Education Fund were represented in the Conference, as were, also, a number of other organizations. Honorable James B. Aswell of Louisiana was made temporary chairman of the meeting, and Honorable James Y. Joyner of North Carolina, who first suggested the holding of such a conference, made an introductory statement. The Commissioner of Education of the United States was elected president of the conference and Miss S. Belle Chamberlain of Idaho, secretary.

The first paper at the morning session was given by Professor Edward C. Elliott of the University of Wisconsin on "Methods of Mutual Help."

As a result of the Conference, formal action was taken requesting the Commissioner of Education to prepare bulletins of general information at such times as may be convenient, so that the officers of the State Department of Education of any one State and other interested persons may be apprised of the progress of educational matters in each of the other States. The point was emphasized that the United States Bureau of Education may be made especially serviceable to the chief school officers by the timely dissemination of information with respect to educational legislation enacted by the several State legislatures, and by the publication of information respecting important educational movements throughout the country. A committee of five members of the conference were delegated to present to Congress a petition asking for additional appropriations for the Bureau of Education to enable it to render better service to the educational public. The Bureau needs a number of highly trained specialists in

addition to the specialists it now has, to study and report upon such subjects as industrial education, rural schools, agricultural and mechanical colleges, higher education, construction and equipment of school buildings, the hygiene of education, the welfare of children as affecting educational efficiency, educational legislation, etc., and to enable it to make the results of such investigations available to officers in charge of educational systems and institutions. The great need of information with respect to the construction of school buildings is strongly emphasized by the awful calamity at Collinwood, Ohio, March fourth last.

The subject of statistical records and reports was presented by Doctor Roland P. Falkner, ex-Commissioner of Education for Porto Rico, and by Mr. Alexander Summers, Statisician of the United States Bureau of Education, and was discussed by a number of the members of the Conference. The need of greater uniformity and accuracy in the compilation of educational statistics and of more promptness in furnishing them to the central office was brought out forcibly. A committee of five members of the Conference consisting of Honorable H. C. Morrison, State Superintendent of Public Instruction, New Hampshire; Honorable J. D. Eggleston, State Superintendent of Public Instruction, Virginia; Honorable Payson Smith, State Superintendent of Public Schools, Maine; Honorable M. Bates Stephens, State Superintendent of Public Education, Maryland; and Honorable J. H. Ackerman, State Superintendent of Public Instruction, Oregon, were appointed to confer with the Commissioner of Education of the United States for the improvement of statistics.

Such conferences may be made of great value to the educational interests of the country. That the first conference was a success is proved by the fact that the Commissioner of Education was requested by vote of the Conference to call a meeting of the chief school officers at such times as in his judgment may seem best.

* * *

The Commissioner of Education has received from the International Peace Bureau, Berne, Switzerland, a circular letter embodying the resolutions adopted by the sixteenth Universal Peace Congress, which met at Munich in September, 1907, with the request that the same be brought to the at-

tention of persons interested in the cause of Universal peace.

The substance of the resolutions is as follows:

1. That Esperanto be taught as an international auxiliary language in the schools.

2. That, inasmuch as the French Minister of Public Instruction is disposed to initiate an intergovernmental conference to consider the best means of organizing an international system of education, and since the adoption of this system would entail the elaboration of programmes which would enable students to pass from the institutions of one country to those of another with suitable diplomas, the congress expresses the hope that the different governments will speedily indicate their willingness to participate in this conference, and invites the "pacifistes" (or promoters of peace everywhere) to take the necessary steps to bring this about.

3. The Congress, considering the importance of the measures taken, two years since, by the Italian Minister of Public Instruction, which were also adopted by the Hungarian Minister, to have all the pupils of the State schools participate in a peace festival on February 22, with a view to inspiring them with sentiments of peace and humanity, extends its felicitations to the governments of Italy and Hungary, and wishes to bring their beneficent example to the attention of all peace societies in order that through their instrumentality their own governments may adopt similar measures.

In Memory of

DANIEL COLLAMORE HEATH

Born October 26, 1843
Died January 29, 1908

He was a friend to know whom made one think more highly of all mankind.

He viewed publishing not primarily as a commercial enterprise, but as an opportunity of rendering effective aid in the attaining of the highest ideals in education.

He was interested in every movement for the betterment of his fellowmen—in social relations, in civic affairs, in moral reform, and in religious regeneration.

The charm of his personality made him a natural leader, and the world is better for what he accomplished in it.

School Folks Magazine Department.

T. W. SPAULDING, Editor

The Beautiful Month of May.

BY THE EDITOR.

Named from Maia the fair daughter of Atlas and the mother of the fleet-footed Mercury.

The flowery May-time, when peasants of many climes trip around "ye gay maypole."

Meadows, woods and valleys all are decked with "stars that in earth's firmament do shine." The lovely month of blossoms, scents and songs, sung by poets great and small.

The immortal William has it:

As it fell upon a day
In the merry month of May,
Sitting in a pleasant shade,
Which a grove of myrtles made.
Beasts did leap and birds did sing,
Trees did grow and plants did spring,
Everything did banish moan,
Save the Nightingale alone.

"Beasts did leap"—the young colts frolicked and rolled in the green pastures in Shakespeare's day just as now—and the young folks' blood leapt with the joy of living breaking out as now in merry jest and gay exuberance.

When Lord Tennyson, late in life, was having a degree conferred upon him at Oxford, a facetious young student called down from the gallery: "Did your mother call you early?"

This was simply coltish frolicking and he doubtless loved "I'm to be queen of the May, Mother, I'm to be queen of the May"—as much as any of us.

May we all have many happy hours this month, drinking in the sweet spring scents, and filling our hands with the delicate wild blossoms, returning from country jaunts, refreshed and renewed, to our "daily grind" with added strength and vigor.

Along the Ocean Shore.

BEATRICE BIOLETTI.

(Submitted as a place of interest I have visited in the West.)

In a sweet little cove just north of Half-Moon Bay is a little town looking out upon the Pacific. Last Saturday with a party of pleasant friends I visited this favored spot. Warm sunshine and healthy salt-sea breeze made us all light of heart and foot. Your one impulse is to rush to the top of the crowning hills and feast your eyes with outlook of sea and winding shores. Some of us clambered up the little foothills which nestled below the higher hills—the latter encircling and sheltering the little town like a mother's arm.

Ascending higher up the little gems of canyons which abound in this garden spot we brought back in our arms long trailing branches of the pink, sweet scented wild currant, great bunches of purple lupin, tender leaved thimble berry sprays with fruit just ripening, graceful blackberry brambles smothered with red berries too beautiful for our ruthless hands to leave to ripen on the parent stem.

In the moist and extra shady spots we plucked yellow mimulus honey scented and fragile, orange colored eschscholtzia flamed on our path, purple irises perfumed the breeze and were tenderly garnered.

As we drew near again to the prosperous little town with its picturesque chalet-like homes we passed by acres and acres of artichokes which are cultivated largely here, making a most inviting scene with their gray green buds, and the few that are not shipped to market to burst later into lovely lavender thistle tops.

The pretty coast region south of San Francisco is getting better known now since recent railways have opened it up. Some few years ago I caught my first glimpse of Half-Moon Bay. I had driven with friends from below San Mateo. We drove up into a lovely winding road, very steep but smooth, requiring a good brake for the descent. We met a flock of bicyclists whirling downward, each with a small green tree tied firmly to his hind wheel making an excellent brake—but what a curious sight I saw "men as trees" flying. This was when cycling was at its height, shortly before the auto craze began. When we arrived at the summit, we looked down on Half-Moon Bay, a lovely view indeed. We were told that a ship had lately been wrecked on that beautiful

coast and Japanese tea and silks were washed up in abundance.

My Saturday jaunt of a week ago renewed my acquaintance with the picturesque coast now placed in easy access to all. This time we were only half-an-hour in journeying from the busy life of San Francisco, and really for country beauty we might have been 100 miles away.

* * *

A History of Decorative Art.

(Continued From April Number.)

BY WILLIAM SCHROEDER.

Another material which is absolutely necessary for making art glass is lead. It is not only valuable for binding the different-sized pieces of glass together, but enhances the beauty of the same.

If two pieces of glass of different color or tint are placed side by side and viewed from the dark, the light passing through the glass into the spectator's eyes the effect will be very unsatisfactory. Like magic this changes when a strip of lead is laid between the two pieces, each being luminous with its own individual color, yet blending beautifully with its neighbor.

The lead is also a great factor in bringing out the design in strong contours or outlines.

Lead in conjunction with glass was first mentioned by Leo, Cardinal Bishop of Ostra.

He describes the art glass in the windows of the St. Benedict Church, in the province of Caserta, Italy, which was rebuilt by the then Benedictine monk, and later Pope Victor III., in 1066, saying that the glass was bound together with lead and strengthened with iron bars.

Before that time all glass was set as before described in this article.

I will now proceed and explain how art glass is made, but I must disabuse the mind of the readers that may have the idea that the art is one easily acquired, for, to the contrary it requires years of diligent study and especially natural talent and adaptability to master the art.

Aside from his practical accomplishments, the designer and painter on glass must be a student of the vast literature on old and modern glass painting.

I may remark right here that among the old publications on this subject there are many of second and third grades; not all, therefore, that is old is good.

Edmund Levy said in his celebrated work, "Histoire de la peinture sur verre": "De nos jours le peintre sur verre ne peut plus, comme autre foi, ignorer I'histoire de son art." ("To-day the glass painter must not be ignorant, as heretofore, of the history of his art.")

William Warrington, in his work, "The History of Stained Glass, etc., London, 1848," goes still further in his demands for theoretical knowledge on the part of the glass painter, for he deems it absolutely necessary for him to have thoroughly studied architecture, heraldry and other auxiliary sciences.

The impression exists to a certain extent among the public that the price of art glass should be estimated like any commodity, but this should not be, for there is a great difference according as the best glass or an inferior material is used, or whether the inceptive sketch, the finished drawing or cartoon, the selection of the colored glass, the painting and supervision of the leading, is done by a true artist or an inexperienced novice.

This explains the offtimes seemingly great difference in price.

This tendency of many, when ordering art glass, to demand the cheapest is degrading to the art, and they themselves suffer to the extent that they must hear it from connoisseurs that it is an article of no value they have acquired, instead of a work of art, which grows on their regard as time elapses.

It is customary for the art glass painter to make colored sketches for windows, drawn to one-half or one inch scale; after these sketches have been accepted as satisfactory, if it is for a figure window, he makes a full-size cartoon on paper in crayon, showing all lights and shadows as well as the outlines.

Early Italian painters used smooth, whitewashed boards for this purpose, but now it is done on so-called eggshell surface paper.

The full-size drawing is laid on a thin and a heavy sheet of detail paper. Between the design and middle, as well as the lower paper, there are thin sheets of blackened paper; all these are fastened to the drawing table with thumb-tacks; then

all the lines are run over with a finely-pointed ivory pencil; when done, the drawing appears on the thin as well as on the thick paper, the former being the working drawing for the leader, while the latter is cut up by the glass-cutter for his patterns to cut the glass to correct size and shape.

If the paper were cut with an ordinary knife or scissors the glass with the lead would work out too large. To allow room for the lead a two-bladed knife, with the blades set nearly one-eighth of an inch (the thickness of the core or heart of the lead) was formerly used, but the cutting is now done with three-bladed scissors.

The above processes have been accomplished under the supervision of the foreman of the lead room, who has full charge of the work under hand. By the aid of the small colored sketch he selects the different tints of glass from the stock-room; if in doubt he consults the artist.

The glass and working drawing are then given to the cutter, who lays the latter on the further side of the table and the former on his left side, so that the front part is clear for him to do his work.

He puts a pattern on a piece of glass (he also has the small sketch to see where the different colored glasses go), and runs around the edge of the former with his diamond, nipping off the superfluous glass with a pair of pliers.

Previous to the 17th century hot pointed irons were used to do the glass cutting.

When all the glass for one window has been cut the pieces are taken to the artist's studio; he fastens them with wax to an easel, the principal part of which is a large plate glass, in their proper places. This glass is set against a window, so that the light is transmitted through it, and the painting (outlining and shading) is done while the figure and surrounding ornamentation is in a position as like as possible to when finished. All light from any other source is carefully excluded.

It would lead beyond the confines of a magazine article to dwell upon all the details of the work done by the artist.

For monumental painting only two colors and one stain are used, the colors being black and brown, the stain a rich golden yellow. The first mentioned are for outlining and shading of figures, ornaments, leaves, etc., and the latter for the halo or wherever deemed necessary by the artist to make the window perfect.

For this style of painting no other colors are required, as the glass selected already contains them. It was colored while a molten mass with ingredients mentioned previously. Glass made in this way is called pot-metal. Some few colors that are used in such a window are flashed as previously described, and contain more or less shading, which of course requires very little work by the artist.

As the name indicates, the style of painting just described is for churches and other monumental buildings, but very seldom used in residences, or if so, in conjunction with mosaic work.

In cabinet painting (picture en appret) all colors and tints may be utilized. As this style of painting is done on clear glass it is appropriate for the windows seen from a short distance. Portraits, landscapes, etc., can be painted in their natural colors.

Many authorities condemn this style of glass painting for various reasons, principally because it is not in line with old traditions of the art, but further on the reader will find the true reason why the ancients did not employ more colors. One objection which, to my mind, is well founded, is that many parts of such a painted window are transparent; objects such as houses, passing clouds, etc., can be seen through them, thus marring the effect of the picture.

To some extent it is an oil painting on glass.

The ancient glass painter had but few vitrifying colors at his disposal, and these he generally prepared himself. The modern artist gets his colors just as the portrait or landscape artist gets his, all ready for painting. Flesh as well as other tints, must be mixed, so that, when coming from the fire, they are as near to nature as possible; and this is the greatest difficulty, for a great many of the glass colors appear entirely different before and after the firing.

Mosaic art glass, without the aid of any painting whatever, is the most modern opalescent glass, with its magnificent iridescent colors, enabling the art glass maker to produce the most wonderful creations.

Marine scenes, in daylight or at night, landscape, flowers, arabesques—in fact, there is no limit, except the artist's fancy, as to what can be reproduced from nature or imagination.

Several years ago the opalescent glass makers added another material for the making of art glass; this is drapery and

wing glass, the former for the drapery of figures, and the latter for wings of angels.

This glass is made by imitating, while in a half molten condition the folds of cloth and feathers of wings, with iron tools, the side resting on the steel table remaining smooth (for this side is cut with a diamond); while some of the folds are sometimes an inch or more in thickness. It requires quite a stock of this material to select the proper pieces for the desired effect.

The process of firing is one that requires a great deal of skill and careful attention, for if not properly done, all the proceeding work on the glass may be for naught; if the manipulator get too much heat on the same, it necessitates re-painting them entirely; but it is worse if the fire has not been strong enough, for even the glass has to be renewed.

When the firing is successfully completed, the glass is taken to the lead room, where all the pieces are set together with came or glazier's lead. These are strands of lead with a groove on either side.

The artisan who sets the pieces of glass together does this on the outline tracing or working drawing, by first placing each piece in its proper position. He nails a straight edge along the edge of his work table, nearest him, along which he places a strand of border lead pressing the glass into the groove of the same and keeping the glass temporarily in place with wire nails tacked into the table. These he draws out when placing the inside lead, and tacks them alongside the next piece of glass, and so on to the finish.

When the entire panel is thus leaded together, the joints are soldered first on one side; then the panel is turned, and the other side is treated in the same way. Next the cementers take the light in charge, and rub in the cement (thin putty) with brushes, and clean it off with sawdust, which is also manipulated with brushes, but these are of somewhat stiffer bristles.

The cement fills up all spaces between the lead and glass, binding the two firmly together and making it weather proof. Strengthening or saddle bars are placed horizontally, so that the lights will withstand any windstorm.

The leading of all styles of art glass is done in the same manner.

Western School News.

Meetings.

The California Teachers' Association will meet at San Jose December, 1908. Fred T. Moore, Alameda, President.

Northern California Teachers' Association, Marysville; F. E. Freeman, Yuba City, Cal., Pres.

Southern California Teachers' Association will meet December, 1908, at Los Angeles. Duncan Mackinnon, San Diego, President.

National Educational Association, Cleveland, Ohio; E. G. Cooley, President, Chicago; Irwin Shepard, Secretary, Winona, Minn.

NOTES

Dr. Rockwell D. Hunt of the San Jose High School has resigned to accept a position in the Southern California University.

Alex Sheriffs, City Supt. of San Jose, has asked for a bond election for $55,000 to furnish money for the proper equipment of the High and Grammar schools.

The Board of Education of Berkeley has been defeated twice in its attempt to have the people vote bonds for the improvement of the school system.

Superintendent White of Shasta County states that there will be a shortage of teachers in Shasta County this fall, and that those who take the examinations are not properly trained by experienced teachers and all applicants have failed.

Supt. L. B. Avery of Redlands believes in more than whispering. He has issued an order that pupils be encouraged to study aloud in the studies of reading and spelling where the form and sound of words are an advantage.

Professor Pond of the Oakland High School has signified his intention of resigning and will begin the practice of medicine in Oakland.

G. F. Clark of Stockton has been appointed principal of the Modesto Schools, vice Irving Townsend, resigned on account of ill health.

E. M. Cox, City Superintendent of Santa Rosa, Cal., has resigned. The resignation is due to the fact that the conditions under which Mr. Cox worked were not favorable for the best betterment of the schools.

The California School Masters' Club enjoyed a banquet at the Key Route Inn April 11, 1908. Luther Burbank and David Starr Jordan were the speakers. The chairman was E. M. Cox.

S. E. Lynd, a well known educator and specialist in charitable work will open a Polytechnic School at Montara, the new suburb to San Francisco on the Ocean Shore Railroad. The school will be conducted as a boarding school, and boys will be taught the arts and crafts.

Los Angeles City has opened its parental school with I. P. Thurston in charge.

A school masters' club was formed in Stockton on March 28th. About thirty of the school masters of San Joaquin county met and effected permanent organization. M. O. Holt of Tracy, was elected president, and John C. Christman of the Live Oaks school, was elected secretary. The birth of the organization was celebrated by an elaborate banquet served at Madden's cafe. Around the festal board, over which Professor Wootten of the Stockton high school presided, were many of the most prominent educations of Central California. The main address of the evening was made by D. R. Jones of the San Francisco Normal School. A number of short, spicy talks were made by other teachers, among whom were F. E. Ellis, F. A. Kent, W. C. Humphreys, James A. Barr, Ansel Williams and County Superintendent of Schools E. B. Wright.

SOUTHERN CALIFORNIA NOTES.

Grant, Hawthorne, Miramonte, Palo Solo, and Roosevelt are the names of the five newly organized school district in Los Angeles County.

Burbank and Vinedale school districts have organized as Burbank Union High School District and have called a bond election for $34,000.

Reading circles have been organized by the teachers of Los Angeles County at Claremont, Pomona, Covina, Monrovia, Pasadena, South Pasadena, Downey, Compton, Hollywood, and Long Beach. Superintendent Mark Keppel has organized a lecture bureau of nineteen persons from Pomona College, Throop Polytechnic Institute, University of Southern California, Los Angeles State Normal School, and the city and country schools to assist the teachers in their work.

San Dimas is happily situated in its elegant new 8-room brick school house.

Florence is building a four and an eight-room school house.

Inglewood Union High will dedicate its new $45,000 building next month.

Covina City Union High has a $55,000 bond issue under way and Glendale Union High has a $75,000 issue up for consideration. Both will succeed.

Annandale is spending $19,000 on enlarged grounds and seven new rooms.

Bond issues are pending as follows: Grant $6,500, Monrovia $8,000, Willowbrook $9,500, Savannah $10,000, El Monte $15,000, and Belvedere $30,000. Miramonte voted $17,000, and Pasadena $150,000 recently. South Pasadena sold its 4½ per cent $25,000 issue for a premium of $31 on March 17th, after several unsuccessful trials due to the money stringency.

The high schools of Los Angeles County are all prosperous, each one having a larger attendance than for last year.

Supt. P. W. Kauffman of Pomona has built up the attendance of the Pomona City High School until it is the best attended high school in the county as compared with the attendance in the common schools of the district. It has over three hundred pupils out of the eighteen hundred in the Pomona City Schools. The total enrollment in the Pomona schools exceeds the number of census children as shown by the last census.

On March 19th, California's George Junior Republic was inaugurated with elaborate ceremonies at San Fernando in the old "boom" hotel. The location is ideal and the promoters of the Republic are sanguine of success.

The promotion and graduation examinations for the Los Angeles County Schools will be spread out over four weeks instead of being crowded into one. Not more than two examinations may be given in a week.

Measles and smallpox in a mild form have been prevalent in the country schools of Los Angeles. Schools have been closed for periods varying from one to six weeks.

Los Angeles County has a surplus of teachers. Fully one hundred are out of employment.

* * *

IMPERIAL COUNTY INSTITUTE

Imperial County, California's 58th county, held its first institute at El Centro, March 10, 11 and 12, 1908.

The day sessions were held in Masonic Hall, and the evening sessions in the elegant new opera house which has a seating capacity of 800 and is thoroughly modern in all of its appointments.

Supt. J. E. Carr presided with ease and dignity and kept the sessions steadily on the go.

At the opening session Prof. L. J. Muchmore was elected vice-president and Miss Grace Heath secretary.

Supt. Mark Keppel delivered the opening address discussing "Some Vital Needs of Education." He was also heard upon "School Management," "The Teaching of Language," "The Teaching of Geography," "Mand and the Earth," and "Education's Economic Values."

Supt. Kauffman of Pomona gave five masterly addresses, one upon "Some Characteristics of the Boy we Teach"; one upon "The Home School," and three upon "Reading Based Upon Interest."

The institute adopted a resolution asking for the adoption of the system of reading taught by Prof. Kauffman.

Editor E. P. Clark of the Riverside Press delighted, entertained and instructed the institute with his addresses upon "Teaching Current Events in the Public Schools," and "Congress from the Press Gallery."

Prof. Washington Wilson of Holtville gave a masterly address upon the "Problems of Oriental Education as They Affect America."

District Attorney J. M. Eshelman discussed "The Ethical Significance of Education."

Prof. M. H. Arnold and Miss Frances Thayer of the Imperial High School and Prof. L. J. Muchmore of the Imperial Common Schools were heard in excellent talks.

Dr. C. C. Browning of Monrovia delivered two lectures upon "Hygiene," which were worthy of wide and careful attention.

The Committee on Music furnished excellent music for each session.

Every teacher in the valley, but one who was ill, was present full time.

On the evening of March 10th, the people of El Centro gave a reception and good time to the thirty-nine teachers and the visiting lecturers. It was a delightful social gathering of more than two hundred cultured men and women where only a little while before the desert's drear silence held undisputed sway. El Centro is a pioneer but not a primitive town. It is fairly a-thrill with life and hustle and growth. It is a reasonable prophecy that a year hence from eighty to one hundred teachers will gather at Imperial County's Second Annual Institute.

* * *

BOOK NOTES

Says Andrew Carnegie—"I can confidently recommend to you the business career as one in which there is abundant room for the exercise of man's highest power, and of every good quality of human nature. I believe the career of the great merchant, or banker, or captain of industry to be favorable to the development of the powers of the mind, and to the ripening of the judgment upon a wide range of general subjects; to freedom from prejudice and the keeping of an open mind. And I do know that permanent success is not obtainable except by fair and honorable dealing, by irreproachable habits and correct living, by the display of good sense and rare judgment in all the relations of human life, for credit and confidence fly from the business man foolish in word and deed, or irregular in habits, or even suspected of sharp practice."

The need of the hour is practical education for the business of life. This book promises to meet the need, for it is not a work on bookkeeping or accounting, but what its name implies. It tells a boy or girl how to write business letters, how to send money orders and telegrams, how to ship freight and express, how to deposit and draw money in various forms from banks, how to make contracts, leases, and partnerships, how to deal in stocks and bonds, how to give deeds and mortgages, and how to settle estates. The book is profusely illustrated with "fac similes" of business papers printed in seven colors. The style is simple and the book can be easily used in the eighth grade and the first years of high schools. As this is probably the only book available for these grades it will be welcomed by those interested in commercial education.

The peculiarly happy combination of authors insures at once the practical business value of the book and its applicability to school con-

ditions. William P. Teller is credit man with The Puritan Manufacturing Company of Kalamazoo, Michigan; and Henry E. Brown is Principal of the Rock Island High School. **A First Book in Business Methods.** By Teller and Brown. Cloth, 271 pages, 75 cents. Rand, McNally & Company.

"In the Golden East," an illustrated journey in Eastern Wonderlands by Charlotte Chaffee Gibson. This geographical reader is a book which every boy and girl will find wonderfully interesting and instructive. The opening chapter begins with the start from home; across the continent to San Francisco and then aboard the Pacific Mail ship "China" bound for Honolulu, the "Paradise of the Pacific." The following chapters describe journeys to Nippon, Kioto, China, Ceylon, India, Delhi, Bombay and Egypt. The book is attractively bound and splendidly illustrated. Published by Little, Brown & Co., Boston, Mass.

"A First Practice Reader" by Libbie J. Eginton, Principal of Public School 47, Brooklyn. This book is designed for supplementary use, meeting the need for interesting and attractive reading lessons that are simple enough to be taken upon the completion of the primer. The word lists and the words in the headings of the lessons are marked diacritically. The illustrations supplement the educational scheme of the book and by their bright colors add to the child's enjoyment in its use. Published by Silver, Burdett & Co. Price, 30 cents.

"The Little Helper" by Millicent Baum, Principal of Public School No. 168, New York City. A timely, attractive and comparatively easy supplementary primer, based on the phonetic method of teaching reading. The lessons consist of attractive little stories that are easy of comprehension and within the child's experience. Each sentence in this primer and each of its charming illustrations in black and white and in colors makes a direct appeal to the little reader. Published by Silver, Burdett & Co. Price, 28 cents.

"Nature Study Made Easy" by Edward B. Shallow and Winifred T. Cullen. Published by the Macmillan Co., New York. Price, 40 cents. The object in introducing this book into the classroom is twofold. To make easy for the teacher the task of bringing the child of ten or eleven years of age to realize some of the elementary truths of nature seen in the world of plants around him and to make intelligible to the child, by exercising his observation and exciting his interest, the wonderful lessons that the plant world daily unfolds to him. Feeling the need of such nature work especially in the fourth year of school life, these lessons were prepared and used in a New York City school. After two years of trial the results obtained have been so gratifying as to warrant the preparation of the work in permanent form.

"The Louisa Alcott Reader" published by Little, Brown & Co., Boston. A book that is bound to be popular with every boy and girl. It is especially suitable for supplementary reading for fourth year pupils.

"Alltagliches" by M. B. Lambert, Boys' High School, Brooklyn, N. Y., D. C. Heath & Co., publishers. Price, 75 cents. It is the aim of this book to present in simple German the objects and incidents of the daily life of the pupil in and outside of the school. The work is intended to give the learner the vocabulary of everyday life and to furnish in succinct and logical form a basis for conversational drill.

"Power's Graded Speller" contains words in the child's own vocabulary. Published by J. B. Lippincott Co.

"Power's Graded Speller" is a book based on actual experience in the school room.

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Engineering in all its branches is taught in the San Francisco and Stockton Heald Schools.

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Music, Elocution, Art and Languages are among the subjects taught in Heald's Conservatory of Music, Long Beach.

Further information in regard to any of these schools may be obtained by addressing Heald's College in any of the above-named cities, or

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GREAT LITTLE BOOK FOR BUSINESS MEN.

Goes down to first principles; helps to success and nearly every one can afford it at the price named here.

A little book called "As a Man Thinketh," by James Allen, is winning its way into the hearts of more business men than nearly any book going just now.

The reason for the popularity of the little book among business men seems to be that it reveals some old and tried principles in a new and practical way. In short, it shows the commercial value of those principles—how to apply them to the problems of everyday business life.

The book is not an exhaustive treatise on the much written upon subject of the power of thought. It is suggestive rather than explanatory, which probably is a further reason why business men are especially enthusiastic over it.

George S. Parker, who makes and sells the "Lucky Curve" Fountain Pen, in speaking of this book said: "As a Man Thinketh is one of the greatest little books for business men that I have ever read. I bought a great many copies of this book to give to my business friends and associates."

Heretofore "As a Man Thinketh" has been sold, but it is now being given away by The Sheldon School of Chicago. The Sheldon School teaches the Science of Salesmanship by correspondence. The success of the School is attested by the fact that 30,000 men, representing every line of business, have taken the Course.

You don't have to be actually engaged in selling goods in order to profit by the Sheldon Science. Salesmanship is a vital principle. Every man has something to sell, and the men who understand and apply the principles of scientific salesmanship, realize success in life.

The Sheldon people say they are willing to give this little book away because there is so much good Sheldon doctrine in it, and anyone who reads it usually gets right in line for the work of The Sheldon School.

However that may be, the fact remains that if you desire a copy of "As a Man Thinketh," and would also be interested in seeing some literature on the Science of Salesmanship Course, you can get the book without charge by simply sending your name and address with request, to The Sheldon School, 1371 Republic Building, Chicago.

FLEET SOUVENIRS

The Whitaker & Ray Co. are sending to their customers some very unique and attractive souvenirs of the Fleet Celebration in San Francisco. Any teacher or school official not receiving a copy is cordially invited to call at their salesroom, 141 Grove street, and get one.

"California, Queen of Old Columbia," is the most popular song for California schools yet published. It has been recommended by many of our best musical and literary critics. Price, 10 cents. Address Mrs. Jennie L. Thorp, Healdsburg, Cal., or The Whitaker & Ray Co., 141-145 Grove St., San Francisco.

"Power's Graded Speller" by J. B. Lippincott Co. is the best book for teacher to use in teaching spelling now published. The lists of words have never been equaled.

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This is the Official Journal of Education. The law requires that the Clerk of the school district file it with the teacher before the end of each month.

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June, 1908

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HARR WAGNER, Managing Editor

261 VAN NESS AVE., VAN NESS THEATRE BLDG., SAN FRANCISCO

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The Western Journal of Education

JUNE, 1908

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Little Talks by the Way.

(Under this head Superintendent Hyatt will try to give some account of what he sees and hears and thinks in traveling about officially among the schools of California. It will be somewhat hasty and ill-digested, being jottings on the road. It will deal with personal experiences, and so may look egotistic. It will be subject to frequent change of opinion, and will seem inconsistent. It is done as a free and easy means of communication between the school people of the State and the central school office. If it provokes retort or comment, that will be printed, too, provided that it be brief and interesting.)

Big Sonoma County

Superintendent DeWitt Montgomery called together his 260 teachers for an institute in the high school building at Santa Rosa during the week beginning April 20th. For about half the time it was divided into three sections: primary, grammar and high school. His staff of assistants included Richard G. Boone, Job Wood Jr., Leroy Anderson and D. R. Jones. He had much music and only two formal lectures per day. His star attraction was an evening talk by Luther Burbank with a lantern exhibition of new plant creations. The rooms surrounding the institute were filled with exhibits of sloyd, sewing, drawing, etc., from various schools and it was pleasant to see that at all leisure hours teachers could be seen poking

around this specimen work singly, in couples and in groups, shrewdly observing and studying its manifold features. That's what exhibits are for.

Miss Stella Huntington exhibited and discussed her model library from San Francisco Normal School. The familiar publishers' book exhibits were conspicuous by their absence, the agents having agreed to make a joint exhibit at the store of a local dealer; and the festive young book men, usually so chipper and so gay, stood around on one foot disconsolate at institute, their occupation gone. My guess is that they won't do it that way any more.

* * *

The Modest and Kindly Burbank

Mr. Burbank's talk was in the Presbyterian church. No one was admitted but invited guests and the great church was packed. It was almost the first time he had ever appeared before his fellow townsmen and it was a rather difficult occasion for him. He rose in the most simple manner in the world and with a childlike smile said "Well, you all know that I would a good deal rather be at home than here." A good natured chuckle buzzed from the crowd and the ice was broken. He talked for an hour, showing pictures of his wonderful new fruits and flowers. 'Twas a great feather in the Superintendent's cap, to get such a thing for his teachers. Other superintendents, however, will waste their time if they try to go and do likewise, for Burbank is one of the busiest men in the world and money is no temptation to him. He is becoming the most famous living American. His life work is to add to the food supply of the world and improve its quality.

* * *

Dares to Stand Alone

Sweet friends, don't fail to see the significance of the boy or the girl in your school who *dares to stand alone;* who dares to disagree with the crowd, and who can stand right up for the unpopular side. True, this child is troublesome and disagreeable, perhaps. Often he is mistaken and unwise and bull-headed and on the wrong side. You are tempted by night and by day to sit down on him *hard.* The other children are much pleasanter to deal with, they are so much more docile,

they accept your good rules so easily and agree with what you know is best. But remember, the people must have Leaders as well as Followers; and the pig-headed one who stands up for what he believes against the whole crowd, makes a better Leader than any of your docile followers of the crowd who accept your dictum right off as gospel. Be wise, O Teacher, and don't try to root out an Independent Spirit, mistaking it for a hateful weed. Watch for it as a rare flower, appreciate it and train it to useful growth.

* * *

Concerning Tardiness

Tardiness! What crimes are committed in thy name! I often think a part of the school teaching fraternity has never grasped the meaning of the word *tardy;* or else I have softening of the brain myself. I thought all along that tardy meant simply this fact: that the child arrived at the school house after the hour set for the opening of school; viz., 9 a. m., or 1 p. m. But I discover dozens of other people, better looking than I am and apparently quite as sane and intelligent, who have an entirely different understanding of the word. They seem to think that it means some moral obliquity, something that lives only in the mind, some delinquency that does not exist if the little kid didn't really do it with malice aforethought.

Thus if a mother sends a note excusing him, the youngster is not recorded as tardy, even if he comes an hour late; nor when his big sister telephones that he'll not get there on time. Some schools ring what they call a "tardy bell", some ten or fifteen minutes after the school opens—and all children that get in before that are not marked as tardy. Sometimes a pitiful teacher will not write a poor urchin down as tardy because he has so far to come—or because he broke his bicycle or because it rained. Sober letters often come to the office asking whether a child should be recorded in the register as tardy when he is "excused by his parents".

Now, the school register is an official record of cold facts. When a child is not present he should be recorded as absent. When he arrives after the opening of school he should be recorded as tardy. That is all there is of it. Sympathy and excuses can not alter facts. A teacher must make oath that her register records the facts. It is constantly liable to be called

for as evidence, in a court of law, perhaps, possibly in an affair of life and death. In such case, imagine the record vitiated by such artificial conventionalities as those above!

Mark 'em tardy if they *are* tardy—and let it go at that. Sometimes children *need* to be tardy—maybe every day. Do not worry your life out, and theirs too, about it—record the facts and then go ahead and teach those youngsters all you can while they're there! In after years they'll rise up and call you blessed.

* * *

Mariposa Institute

The three days at Mariposa were most enjoyable, April 29, *et seq.* The teachers were anxious to get all that the instructors could give. They listened; and either they were interested or else they gave a remarkably good imitation of interest. They began work at 8 o'clock in the morning and remained until 6 o'clock in the evening! Fact! And they had such a jolly, informal way. The meeting place was the Oddfellows Hall, carpeted and pictured handsomely. The seats were chairs, and half a dozen or more were comfortable rockers. The people who got the rocking chairs rocked back and forth in peace and dignity while the lectures went on—just as simple and as natural as life the whole thing was. The townspeople and the children attended regularly. The outside helpers were Miss Laura Marshall of Fresno, the teacher of drawing in the city schools; J. W. McClymonds of Oakland; and Job Wood of Sacramento.

Mariposa was one of the richest of the gold centers in the days of 1850. Thousands surged up and down the canyons where now are hundreds. Single claims 24 feet square yielded hundreds of thousands of dollars by simplest methods, merely washing the gold out in a pan. The county is supported now by quartz mines and cattle ranches. The people are of the same whole-souled, generous, hospitable breed as their argonautic ancestors, mighty pleasant to visit.

The County Superintendent is Miss Julia Jones, who is serving her fourth term. She is remarkable for her good taste, her influence among teachers and her enthusiasm. She is very distinctly the educational leader in the County.

A Fearful Responsibility

Here is a picture of the Collinwood School, near Cleveland, Ohio, the one that burned down a few weeks ago, costing the lives of 166 pupils and two teachers amid most horrid and heart-rending scenes. An architect who was thoroughly familiar with the whole building has made a careful study of the ghastly occurrence, and has written a report in the School Board Journal, as seen through cold-blooded scientific eyes. Here is his verdict in a word.

"ALL COULD HAVE BEEN SAVED HAD THERE BEEN NO PANIC." One teacher upon finding smoke in the halls told her pupils to rush for their lives. Thirty-two of her forty-three pupils were lost. Aren't those the hardest words that ever blotted paper?

THE COLLINWOOD SCHOOL, NEAR CLEVELAND, OHIO.

Another teacher in the third floor, the most dangerous place of all, had forty-one pupils. She marched thirty of them to safety down the fire escape. Eleven disobeyed the teacher and rushed into the fatal halls.

In all the horror, in all the agony, in all the dreadful, desperate fighting for life, it never occurred to the poor unfortunates that all they had to do was to go from the halls into the down-stairs school rooms and simply jump out of the windows into easy safety!

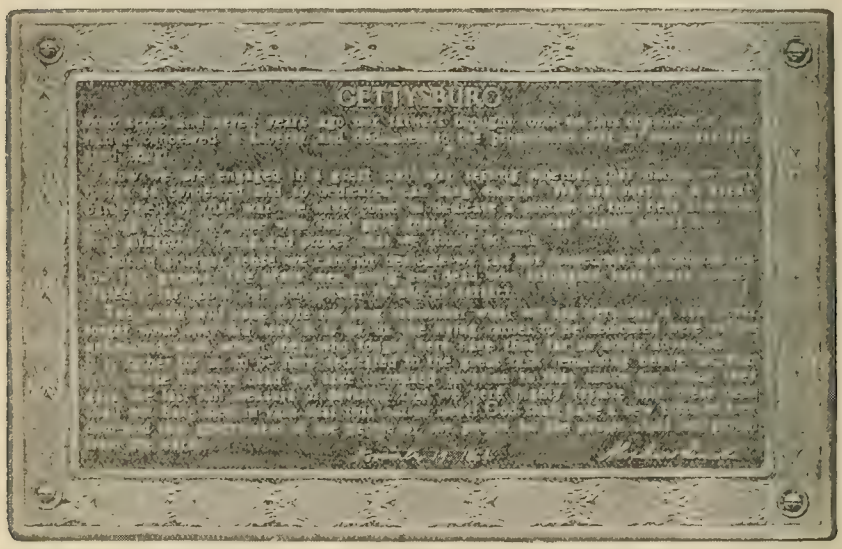
Instead of this, they piled up in a dreadful, screaming, shrieking mass of crushed and dying humanity at the doorway —and the fire came on!

If we could only guard against Panic, drill against Panic! If we could keep our nerve, keep our heads cool, be deliberate, in the face of sudden peril! Panic turns us all into blind, crazy, unreasoning, stampeded beasts! A fearful responsibility rests upon us teachers here. What shall we do when our turn comes?

* * *

Gettysburg Address in Bronze

A picture of the bronze tablet designed by the Lincoln Educational League for the walls of school rooms. It is 12x18 inches in size and costs forty dollars, I believe. The League



has raised a large sum to spend in encouraging schools to get these tablets, by paying half the cost. Its object is to perpetuate the fame of Abraham Lincoln, to inculcate his principles and patriotism in the minds and hearts of his countrymen. The Secretary is Francis D. Tandy, 38 East 21st street, New York City.

Something for the School Trustees

Some time ago I referred to a Model Rural Schoolhouse on the grounds of the Missouri State Normal School. It was designed by President John R. Kirk, after many years of travel and observation among rural schools. This undertakes to provide for a rural school all the comforts and conveniences of the city at an additional cost of only $400. over the ordinary school in the Hen House style of architecture. From the School Board Journal come the pictures and description herewith. Trustees and other school people should study this carefully for ideas.

MODEL SCHOOLHOUSE FROM THE SOUTHWEST
Showing main and girls' entrance.

It is impossible to give an adequate description of the school in a limited space. The foundation consists of a 9-inch concrete wall, extending about two feet below and two feet above grade. A small cellar, about 6x14 feet in size, holds

the pressure tank and force pump for the water supply. It is surrounded by a 12-inch concrete wall and has a cement floor. The tank has a capacity of about 350 gallons, and is connected with a well through underground pipes. The drain pipes connect with the city sewer system.

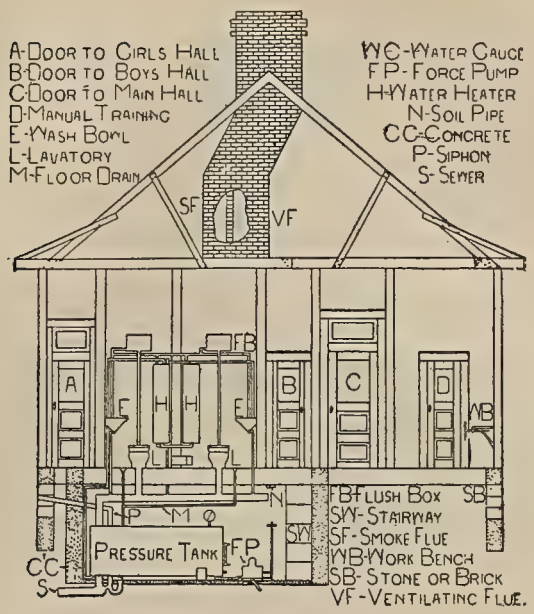
The classroom is approximately 23x27 feet in size, and is lighted by six large windows on the north side. Direct sunlight enters the room through the entry doors in the morning and through the rear ground glass in the afternoon. The

FROM THE NORTHWEST, SHOWING GIRLS' ENTRANCE.

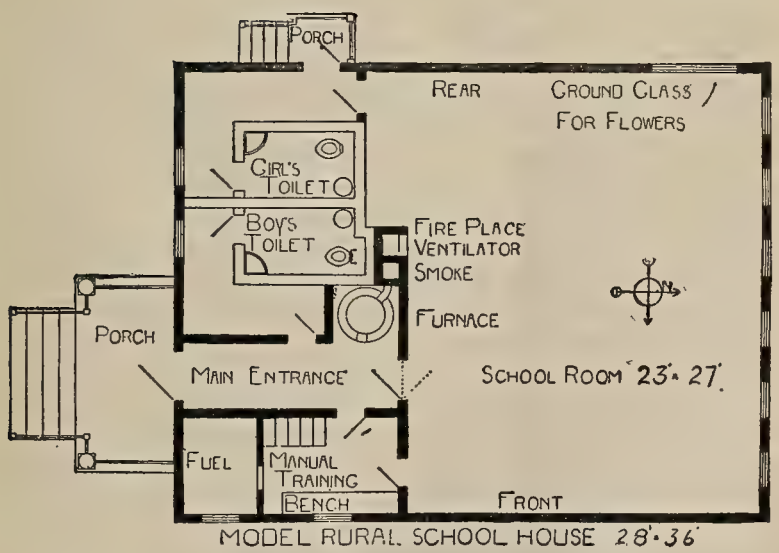
children face the east, with the light from their left. Of the conveniences the teacher's closet deserves mention. The upper part is divided into book shelves, etc., and the lower part affords storage room for dust pans, crayon, etc. A folding leaf may be used by the teacher as a writing desk.

The entire building is heated by a furnace placed in an alcove in the entrance. Fresh air is taken through an asbestos covered duct and projected into the room at a point about eight feet above the floor. The fresh air vent is directly opposite the windows, so that the current follows the natural direction across the room, down in front of the windows and back across the floor to the foul air vent. This latter has been arranged into a practical fireplace, where a fire may be built on wet, murky days to draw off the chill and damp, as well as accelerate the ventilation. The ventilating flue is 13x21 inches in size and is heated by the smoke flue adjacent.

The manual training shop is 6x8 feet in the clear, equipped



GROUND PLAN.



SECTION OF SCHOOLHOUSE.

with a bench, and amply lighted. In one corner a staircase leads over the fuel room and entrance to the attic above.

This attic is 7 feet high, lighted by windows and a skylight, and will be fitted as an agricultural laboratory. The fuel room is ample to hold six tons of coal.

The toilet rooms are equipped with flush closets and enameled wash bowls. Hot water pressure tanks are connected with the furnace and with the basement tank. Each toilet room has a cement floor and cement wainscoting, is fireproof, and has drains in the floor. The toilets are separated from each other and from the other rooms by double, sound-proof walls.

The building was erected by Mr. Kirk out of the best available material, in the most substantial manner. It has for a year held from twenty-eight to thirty country children, ranging in age from 6 to 19 years, under a skillful teacher. It can readily be reproduced in any district at a cost of not more than $1400. (That is, in Missouri).

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* *

Beats All

There are 57 Counties in California, or rather 58, since Imperial is on the map; and they are all operating under identically the same set of school laws; but it is a source of continual astonishment to me to travel about among them and observe how very differently the different ones look at the same laws, and how differently they work under them. In Sonoma County the other day I learned that after a school order was finally paid by the treasurer the order went back to the County Superintendent as the proper and permanent custodian. All right, too. The superintendent *is* the proper custodian of the old school orders. But some auditors would throw a fit at the very idea of these documents passing out of their hands, and call it contrary to all law and gospel, impossible, unheard of, not to be thought of at the peril of the state. Some auditors and treasurers do not even keep any accounts with the different districts, depending on the superintendent. Some superintendents depend on the auditor. Hardly any one point is the same throughout the state; yet the laws are just the same. No wonder different children tell different stories about the same thing when we call them up.

Deputy Superintendent Not a Board Member

From the Attorney-General a decision has just been received which will be of general interest to members of County Boards of Education. More than once this office has been asked whether or not a Deputy County Superintendent of Schools could act, in the absence of his principal, as a member of the County Board. The Attorney-General's decision is that he cannot so act.

The reasoning on which the decision is based, is, briefly, as follows: The County Superintendent has two distinct kinds of duties to perform. As Superintendent, he is an executive officer. But he is *ex officio* a member of the County Board of Education, which has judicial powers in certain cases. He shares in this power, in his capacity of member of the County Board *not* as County Superintendent. But it is an old and well established rule of law that ministerial powers may be delegated to a deputy, but judicial powers may not be so delegated; hence his deputy can act as County Superintendent, but not as County Board member. Superintendents, please take note of this decision, and store it away in your heads for future reference. It is not without a bearing upon a Superintendent's claim for pay for his services upon the County Board, in addition to his salary as Superintendent.

* * *

The Biggest Salary in the Country

It is true, I suppose, that teachers are the worst paid lot of public servants in the world. But it is also true that of late there seems to be a fairer recognition of the fact, and even some disposition to increase salaries. And there are a few really well-paid positions in the public schools of the country. I saw the other day, a list of all the City Superintendents who receive $2500 or more per year. There are 231 in the list, which was headed by New York and Chicago, each paying its Superintendent $10,000. Philadelphia comes next with $7500; St. Louis follows close with $7000; Boston, Cleveland, Pittsburg, Milwaukee and Jersey City pay $6000.

One of the interesting things I noticed in the list was the disproportionate number of pupils enrolled under officials who received the same or nearly the same salary. New York, with nearly 600,000 children enrolled, has more than twice the en-

rollment of Chicago; but the Superintendents are paid the same salary. Menominee, Wisconsin, with 1215 pupils, and Baltimore with more than 80,000, each pay $5000.

* * *

Archaeological

On May 5th the Regents of the State University were called together at the Affiliated Colleges near Golden Gate Park in San Francisco. The object of the meeting was to inspect the Archaeological Museum of the University under the guidance of Professor Putnam, and listen to a talk from him setting forth its past history and its future needs.

The Museum occupies three floors of a large building. I couldn't see one-tenth of it in one afternoon and can't undertake to tell here one-tenth of what I did see. It is the result of special expeditions and explorations in Italy, Greece, North America and Peru, directed and paid for by Mrs. Phoebe Hearst. There are roomsful of grinning skulls; Peruvian mummies by the score, each doubled into an ungainly bunch, tied up with ropes and preserved in a big earthen pot; Egyptian mummies reclining in more dignified attitudes; Greek and Italian marbles, vases, glassware, bronzes; and a vast collection of everything pertaining to the North American Indian, particularly the Californian Indian. It is a rich and varied aggregation of historic illustration; every history teacher and every class in history in California should have an opportunity to see it. It cost half a million dollars.

What a fine thing 'twould be for an ambitious teacher of history to take his class of young people and go to San Francisco, spending a whole day in this museum, seeing the actual objects instead of the books that were written about them. Great opportunity for the teacher of initiative and go. The children would remember it all their lives as their richest experience.

* * *

Plans for State Board of Education

The great state of Illinois is looking about it to get an up-to-date state board of education. In order that it shall avoid the mistakes and profit by the best things of all the states in all the past, an Educational Commission of seven leading school men of the state was formed to give long and earnest consid-

eration to the question and prepare the best laws possible. They have just reported their final conclusion. The strange and startling thing about it is that this Illinois plan, prepared 3000 miles away and at such pains, should coincide so closely with the proposed Constitutional Amendment for changing the nature of our State Board, which will be voted on by the people of the state at the regular election in November. The similarity of these plans can be best shown by the parallel column.

CALIFORNIA PLAN.	ILLINOIS PLAN.
1. Superintendent of Public Instruction.	1. Superintendent of Public Instruction.
2. Representative appointed by President of State University.	2. Professor of Education in State University.
3. Representative appointed by President of Stanford University.	3. Professor of Education in a Non-State School.
4. Representative appointed by Principals of State Normals.	4 Principal of a State Normal School.
5. A City Superintendent of Schools.	5. A City Superintendent of Schools.
6. Principal of a High School with Polytechnic Department.	6. Principal of a Township High School.
7. A County Superintendent of Schools.	7. A County Superintendent of Schools.
8. The Governor.	8. A County Superintendent of Schools.
9. A Business Man unconnected with any School.	9. A County Superintendent of Schools.

State Text-Book Committee

This is a standing committee of three from the State Board of Education. It has charge of all matters relating to the State Text-Books. Its Secretary is George L. Sackett.

The Secretary will try to use this department to bring his work in closer touch with the teachers of the state by recording each month the details that seem to be of general interest.

The following reply regarding the "Rice Ordeal" has been received from the publishers:

In reply to your inquiry regarding the question on page 163 of the California State Physiology, referring to the Rice Ordeal, the following explanation is to be made:

The Rice Ordeal as practiced in Siam and formerly in other parts of Asia was the test to which suspected persons were subjected in order to prove their guilt or innocence. They were given a mouthful of rice to chew, and if they succeeded in chewing and swallowing it, they were considered innocent.

If not, or if they choked in swallowing, they were considered guilty.

The physiological fact which Professor Colton wished to bring about would be that a person much excited under the test, and therefore presumably guilty, would have difficulty either in chewing the rice or in swallowing because of the dryness of his mouth and the spasmodic contraction of the throat when he thought of the effort to swallow.

A full explanation of the Rice Ordeal may be found in almost any good encyclopedia.

Trusting that the above will give you the information desired, we remain,

Yours very truly,
D. C. Heath & Company.

* * *

The first copy of proof of the new State Series Advanced Geography has just arrived at this office. The workmanship promises to be a great improvement over the original text. It is impossible at the present date to say just when the book will be ready for market, but we trust not later than October 1, 1908.

Every teacher would do well to have on her desk a copy of "The Statesman's Year-Book of 1907," published by The Macmillan Company, 565 Market street, San Francisco. It is full of information on all subjects connected with school work and is almost as valuable a reference book as a Webster Dictionary or The Century Cyclopedia.

If any change in the State Series Grammar School Arithmetic text is made, in all probability the contract will date from January 1, 1909, and under the law is not operative in the schools of the state until a year after the date the contract is signed.

Charles B. Aycock: It undoubtedly appears cheaper to neglect the aged, the feeble, the infirm, the defective, to forget the children of this generation; but the man who does it is cursed of God, and the State that permits it is certain of destruction. There are people on the face of the earth who take no care of the weak and infirm, who care naught for their children and provide only for the gratification of their own desires; but these people neither wear clothes nor dwell in houses. They leave God out of consideration in their estimate of life, and are known to us as savages.

Equal Opportunity for All Children.

H. A. ADRIAN.

It would seem to be almost self-evident that the continuation of a Republican form of government in this country depends upon the giving of a Democratic Education to all of its coming citizens. To meet this pressing need, and to justify their right to support by public taxation there are two great things the public schools must do:

I. They must educate *all* children.

II. They must educate them as *social,* and not as solitary beings. Education, we are told, consists in the discovery and the development of the inborn faculties and powers of the individual, to the end that he shall think more clearly, labor more efficiently and enjoy more completely. Then Democratic Education is just that kind of an education for every individual, affecting all kinds of normal faculties, for all types of children, and patronized by all classes of people.

The education of the past was almost wholly classical, that of the present is predominately scientific and classical; and both are almost wholly scholastic—appealing to but two types of mind, fitted to train but two classes of children,—those with capacity for book-learning and those with tendencies toward investigation. For these two types of mind the schools of today, both elementary and advanced, offer an exceedingly efficient training. But unfortunately for them—and for us—at least one-half of all the children of the land have no such capacities, and no such tendencies, and for them our schools have but little of real value to offer—above the most elementary grades. The great problem, then, that is pressing hard for our solution, is how to so change our system and so widen the scope of training in all departments that *every* child shall find right exercise for his powers and the proper development of his faculties.

It is, of course, very difficult to change long followed customs, but nevertheless we are rapidly getting used to the notion that book-learning is only one of the many different kinds of education; that the man who can do a skillful thing with his hands is just as truly educated as he who can do a valuable thing with tongue or pen. We are fast learning that we must have other aims in school work than graduation, and other ends in education than a diploma. There are a

number of other ways of finding out how far a man has traveled in fields of human usefulness than by the college diplomas and the university degrees that may be pasted upon his luggage. And we are realizing more than ever before that there are other ways of preparing boys and girls for high success in life than by the training of the Classics and the schooling of the Fine Arts.

There are three great facts that are every hour growing more insistant in their appeal to thoughtful minds:

I. That every child who is not a complete mental defective is capable of learning very much, of being trained to many useful habits.

And as corollaries of this: that the home and the school are the only places where this teaching and this training can be properly done; and that the school must do what the home is failing to do, if it is to be supported by public taxation.

II. That every other child, over twelve years of age, has gotten away from the training of the home and the school before his powers are developed or his habits fixed.

III. That there are more than five million men and women in America alone who can do nothing well, who have no fixed habits of usefulness, who live off from the labor of others, and prey upon our peace and comfort.

That these things are true there can be no question, and if true, then there must be something wrong—something the matter with a system that permits so many of its subjects to get away, that allows so much of its raw material to go to waste. Any manufactory that lets even five per cent of its raw stuff be wasted would go to the wall in a year; yet our public school system allows more than ten per cent of its raw material to go to utter waste, while forty per cent more of it is turned out unfinished and faulty.

In our schools for the Deaf, children who have never uttered true vocal sound, never heard the sweet music of song, are taught to carry on an ordinary conversation,—proper teaching unlocks for them the power of speech and sets free the prisoned mind.

In our schools for the Feeble Minded, infinite patience in proper training gives strength to nerveless, flabby muscles and awakens feeble mental processes, sufficient to make helpless idiots into peaceful, self-supporting citizens.

In the Junior Republic at Freeville, the children of the slums, born in shame and bred in vice and crime, are trans-

formed by proper teaching and right training into worthy manhood—almost without a single exception.

At Tuskagee, the ignorance and indolence of centuries of enslavement is displaced by skill and industry, by the knowledge and power that come from right education.

At the "Lincoln School of Home Industry" in Santa Barbara, the kinds of training offered are so varied that the dull, and the backward, and the bad, whether foreign or native, are held at school through all the grades, until habits of industry and integrity are fixed.

Now, if these mental and physical cripples, by proper training, nicely adjusted to their real needs and right tendencies, can make good use of such powers as Nature gave them, then what boy or girl is there in any school-room who cannot be led to right living, by the proper kind of training? And it is the business of the Public Schools to find that proper training for each and every type of child, and then to give to every one the chance to receive it.

A true Democratic Education should not only discover the especially gifted ones in the various fields of youthful effort and give their powers free chance for growth and expression, but it should be so broad that it shall reach the average child and give full opportunity for the development of such faculties as he may possess; and it must be so diversified that it shall quicken the dull and straighten the defective, that it shall arouse the lazy and transform the bad.

But the education of the Public Schools is not truly democratic—is not for the masses, but for classes, intellectual classes—in all above its most elementary grades. It is based on the erroneous notion that education is instruction, book-learning, only; and for those who have no tendency toward book-learning our schools have had but very little to offer.

The rapid increase of Colleges and Universities, and their output, has given to almost every community at least a few college men whose success and local eminence have inspired multitudes of parents to high ambitions for their boys and girls—to give them a higher education at whatever cost of toil and privation, and very often with little reference to their real fitness for such training. Very naturally the common schools came quickly to be looked upon as merely preparatory to college, and the entire course of study from the fourth grade to the senior year of the high school has been so shaped as to meet college requirements. To this there could be no valid

objection if the schools were *only* for those of scholastic tendencies, but the common schools of this country are for *all* children, and they must train them *all*—a thing they are falling far short of doing at the present moment. The best they have been able to do is to keep less than one-half of the boys and girls in school long enough to make their training really effective, while the other half drift out, part of them to succeed in spite of their handicap, and the remainder to join the great army of the ineffective—the loafers and tramps and petty criminals. This elimination of the so-called "unfit" from the public schools is so gradual a process that very few people are aware of its enormous extent. It usually happens much in this wise: when a teacher first begins to notice a pupil's dullness, she pities him, makes some conscientious effort to help, then shortly loses interest in his case, under the great pressure of the need to get a class ready to "pass." Of course he fails, and when this has happened two or three times he drops out. With the "bad boy" it is much the same way, though of course he may be "nagged" out or expelled before he has a chance to be "failed out." And the pity and the shame of it all is that it need not happen, that the school, if rightly organized and conducted, could prevent all this awful waste—could make useful citizens of the vast majority of all who enter its doors.

A few men in this world were born with the power of successful effort, but most men attain it by force of habit—a habit formed by the continued exercise of certain powers and faculties; and it is for the continuous exercise of these powers in the youth that schools are established. And since these powers differ widely in different types of children, so must the training they receive differ in character and method. But in order that these regularly repeated efforts may be really effective for useful training they must be so normal to each child that a vast majority of them shall be successful efforts—not necessarily easily successful, but successful after proper effort and persistance. For just so surely as a repetition of successful effort makes for habits of success so surely does a repetition of failure make for habits of failing. And therein lies the grave injury of frequent failure in school work. It quickly induces a frame of mind that makes continued failure almost certain.

There are but few things in the bringing up of a child more hurtful than the daily doing of poor work. It fixes a

low standard of success; it deadens hope and weakens ambition; it cultivates a hopeless apathy, or else a spirit of "don't care."

By far the larger part of a child's daily effort should be successful effort. He should not be permitted to fail again and again in the same subject or the same kind of effort. If he cannot do the work well, with the proper amount of well directed aid, then he should drop that subject or change that effort to one more suited to his powers and capacities.

How misguided and hurtful then is this persistent requirement that certain subjects must be completed, and certain things must be learned for admission into the high school and the university.

So keenly is this being felt that one of our great university presidents has recently declared that the time has come when any boy or girl of proper age and maturity of mind shall have opportunity for university training, whether he has passed through the preparatory schools or not. And another great university president very frankly states: "You have heard of college faculties insisting that certain things must be learned before students can be admitted, but I am sure that most of it is a delusion and some of it approximately a fraud." Yet these same presidents permit their faculties to enforce much the same narrow requirements as of old.

But of this I am firmly persuaded, that the time is near at hand when the common schools shall take *every* child within the sphere of its influence, and give to every one a place and a training suited to his age and his *type of mind;* when every high school shall be convinced that its business is to take every boy and girl, old enough to enter, and properly develop and rightly train such powers as he may possess; when every university shall realize that in fact as well as in theory it is the servant of all the people, whose duty it is to throw wide its doors to all the youths of the state and give to every one such training as his bent of mind and body may require.

This spirit of consideration for others, this inclination to unite in effort is absolutely essential in all civilized life; and the schools must develop these traits and train these tendencies, if they would fulfill their highest function and to their full duty toward the state. As it is at present, our modern, up-to-date school-room bounds each child's world of work by a seat and a desk, both of them screwed down to the floor; and within these narrow limits he is compelled, if the teacher's

government is "good," to work on alone and to order—the order of the manual's inspired revelation, or the Superintendent's autocratic decree. In fact most of the traditionary rules and regulations of the average school were designed, and are still administered, to keep pupils *from* helping one another,—to prevent them from becoming social beings. Of all the gracious tendencies of the human soul there are none more necessary to success and happiness than the tendency to mutual assistance. Yet in the public schools is this effort to be of use to others made a grievous fault and its indulgence a cause for punishment.

The overflowing self-activity of the child finds natural expression in both work and play, but both of these in order to be most effective and satisfying must be play and work with somebody, not alone.

Unless there be real defects of body or brain, the bad boy is only the one whose energies are misdirected, and the dull are those whose peculiar faculties have not been reached and aroused by proper school work. To these two classes, as well as to those who are normal in their tendencies, quickest growth and best development of useful powers come from united effort, guided and encouraged by all the agencies of education. It is this that the public schools must do. Their machinery must be so adjusted that pupils may work together—in hand-work and book-work, in recitation and in preparation.

The weak will gain by the aid and instruction of the strong and the strong will grow stronger from their efforts to teach and to lead. In many of the rooms of the Santa Barbara Schools large tables are provided where the pupils may gather to work out their lessons together. And not only were there fewer failures at the close of the last term than ever before, but the general average of scholarship was much higher. In the high school there is a regularly organized committee of student helpers, of which the teachers are honorary members, and this committee furnishes individual help to all who find any phase of their work too hard for unaided mastery. The results of this experiment in mutual assistance have been quite remarkable.

To reach its highest efficiency every school-room should afford daily opportunity for the union of effort by twos and threes, or all together for the accomplishment of some common purpose. Every school building should have a simple

shop where pupils may join hands and brains in some common production. Around about every school should be an ample playground, where the children are *free* to play—all together; it should have grassy lawns, and flowers, and shrubbery, and trees, cared for by all, and in which there is a sense of common ownership; and there should be school gardens where all may work.

We are bound too much by the established customs of the school-room. We do things because—well, because we have always done that way. We are timid about making changes; we are afraid to have our rooms found to be different from the ordinary.

If from half our school-rooms we could banish the regulation desks, and make of the rooms real work rooms—class-rooms, libraries, laboratories and shops, according as the need of the different types of mind required, and then within these rooms permit the children to really join together in productive effort—in the getting of things, in the doing of things, in the making of things,—we would revolutionize our educational system and increase its efficiency many fold. And that is just what we are coming to, in spite of all our inertia and all our traditions.

Every pupil in your room or mine is capable of far more productive work than he is doing, and he is anxious for it too; so anxious that he frets and chafes for a chance to get out and at work—"real work," with men and women. Two things you see he craves and needs: First, productive work; and second, work with somebody. And the time is here when the schools must give to every child this productive work,—whether in class-room, library, laboratory, shop or field—so arranged that two or more may join together in much of the effort. Moreover this work must be creative rather than imitative. Children will always respond with creative work to any need which they can clearly see or keenly feel; and unless they can clearly see the need of the work they are doing in the school, it will be but a burden from which to escape at the earliest opportunity. It is creative work that arouses effective thought, and it is better thinking we are after. It is little short of a wonder how much of our ordinary school work may be "studied over" and "recited over," with little or no thinking on the pupil's part, or the teacher's either. And that is why so many children stagnate,

and drift round and round in the little puddle of each narrow grade until desire is soaked out and ambition drowned.

And so it is for a larger freedom in school life, for a closer union in all effort, for more productive work with the hands, and more creative work with the brain, that we are pleading.

It is for a public school system that shall be so varied in the kinds of training offered that it shall arouse the faculties and develop the powers of *all* kinds of children. Not by adding to the things that each child must do, nor by increasing the subjects each child must learn, but by giving to each type a different kind of training, carefully adjusted to his real needs and right tendencies.

* * *

A Quartette of Historic Mysteries.

BY J. D. SWEENY.

(Note: The writer does not lay claim to any new revelations regarding the following enigmas and simply presents what he finds to be the best authenticated accounts of these famous cases.)

The fact that truth is stranger than fiction has been forcibly exemplified many times in many lands. Our own nation has had a few instances but conditions are not such as to make them as prominent as in European lands.

In all sciences there are puzzles that have never been solved and history is no exception. In presenting these riddles from the pages of history I shall offer no solution.

Probably the best known character whose identity has never been known to the public, is the one known as "The Man in the Iron Mask." One September evening, in the year 1698, the drawbridge of the Bastile, that famous prison of Paris, was lowered to permit a new governor to enter. Saint Mars, the governor, was in a closely curtained carriage and by his side sat a man apparently about middle age, of noble bearing we are told, but having his features concealed beneath the folds of a black velvet cover which was secured by iron clasps.

Saint Mars came from the prison of St. Marguerite where he had been for years and there he had had the mysterious prisoner prior to coming to the capital. During the journey to Paris, Saint Mars had never for a moment left the side of his charge, taking his meals with a ready pistol at hand. At

every stopping place the prisoner was the center of curious crowds but not a word did he utter during the trip.

As the governor and his retinue passed into the court of the Bastile, the bridge slowly rose and the Mask never again crossed it alive. In a solitary cell he lived for five long years without raising his mask, not even when visited by the physician during illness. Never for a moment was he left without the eye of a guard being upon him and strict orders were given to kill him the moment he should attempt to raise his covering. During these weary years he seldom spoke, never complained, and gave no clue as to his identity.

The greatest deference was shown the prisoner, every luxury was his, not even the prime minister was permitted to sit in his presence, and daily reports of his actions and condition were sent to the king, Louis XIV. When it is considered that Louis was especially fond of imprisoning his enemies and of making their prison life most unbearable we are in wonder who could have been behind the mask that the king should show him so much courtesy.

It is stated that while in St. Marguerite, "The Mask" had scratched something upon a plate which he threw out of the window to a peasant near the foot of the tower. The fellow picked it up, but being unable to read took the plate to Saint Mars. The governor was greatly alarmed but felt relieved upon learning that the fisherman could not read.

Greater care was taken thereafter during meals and everything, even his clothing which was changed twice a week, was searched for any writing. So rigid was this search that even the candles were closely examined for fear a paper might be inserted instead of a wick. Once a day Saint Mars made a personal examination of his charge for fear some of the attendants might not carry out the orders.

How long he was a prisoner prior to coming to Paris, we do not know. The prisons of France at that time were always full and there were many who lived and died within the walls of jails without any record ever being made even of their incarceration.

Who was the Mask? We cannot say. We do not know. Many there were whom it could have been. Many who were thrown into dungeons—but every one at the time knew where they went. Louis jailed his minister of finance through jealousy of his greater wealth. For sixteen years he was harshly treated as a prisoner, then he died unknown and some

claim that he was the Mask. Louis had the patriarch of Constantinople kidnapped because the latter defied the French king. He was thrown into a cell and is lost to history. One of France's ablest warriors knew too much about court intrigues and he, too, passed into the unknown through the doors of the prison.

Louis was worsted in a diplomatic game by the prime minister of Mantua and became the laughing stock of Europe. To avenge this the minister was secretly captured and hurled into oblivion. Many other arch conspirators and opponents of the king disappeared behind the walls of the many prisons and never were heard of more. Any of these might have been the famous prisoner but I doubt it. For any who cared knew that these had been imprisoned. And as no attempt to rescue any above mentioned was made there could have been no motive to conceal their identity.

For a long time a theory was held by Voltaire, Dumas and others, but it is now discredited. It was this: It had been foretold, so the story is, that twin sons would be born to Louis XIII. and that a civil war would follow his death. So when the twins were born as predicted, the younger was sent away secretly into the country where he was raised by a peasant.

When he was nineteen years old, so it goes, he happened to see a letter to his foster father which hinted at his birth. He also secured a picture of his brother, then king. Guessing the situation, he declared that he would go to Paris and demand his rights. He was at once ordered to be imprisoned for life and to destroy his identity which, of course was not publicly known, he was doomed to wear the mask. This story is given in a letter written to Richelieu but it is now believed that the letter was either a fiction or a clever forgery.

One November evening in 1703, the bridge again fell and two royal officers followed the remains of "The Mask" into St. Paul's cemetery. Outside of the prison keepers none save the king knew of his death. To blot out forever his identity every vestige of furniture used by him and every piece of clothing worn by him was burned. The silver plate used in his cell was melted and the walls of the room were scraped and re-coated. The floor was taken up and replaced and even the ceiling was changed.

So passed from history the man known in the prison rec-

ords as "The Prisoner from Provence" and whose burial read, "Marchiali, aged forty-five."

One of the famous pictures of the world is that of the Princes in Tower. All readers of history are familiar with the pathetic story of these two English princes and of their mysterious disappearance. In fact all we know for certain about their fate is the announcement, in 1483, by their wicked uncle, Richard, that they were dead. No date was given for their death and as far as history goes to show no funeral had ever been held.

Years passed on and Richard met his fate upon Bosworth and his slayer became Henry VII. Henry united the warring houses of York and Lancaster by wedding Elizabeth who was sister to the unfortunate little prisoners. Adherents of the House of York still hoped that the report of the death of the princes would yet prove to be untrue and that their lords would return unto their own. But Henry did not propose to give up the crown and was not anxious for the return of his lost brothers-in-law so he promised a warm reception to any one who might lay claim to his throne.

In 1492, there came to Ireland a handsome youth of royal bearing, who, so we read, astonishingly resembled the family of York. He proclaimed that he was Richard, the younger of the princes. At once the Earl of Desmond, a powerful Irish noble, supported his claim and used his influence with James of Scotland to gain the latter's adherence.

The stranger told that his brother, Edward, had been slain in the Tower but that he had begged so hard that the executioner spared him and aided in smuggling him out of prison and over to Holland under promise that he would not reveal himself for several years. During these years he was known as Perkin Warbeck and as such he is known in history today.

It may well be supposed that the news of the arrival of the Duke of York would create consternation in the English court. Margaret, sister of Edward IV., claimed to recognize in Perkin the lost prince. The king of France did not hesitate to receive him as the lost heir. Many York barons at once took up his claim.

France and England were at this time at war and Henry speedily urged a treaty of peace as his position at home was becoming rather serious. One of the terms of the treaty was that Warbeck be surrendered to him. This Charles refused

but requested Perkin to leave his realm. This he did, joining his "aunt," Margaret, in Flanders where Archduke Philip gave him support.

Henry at once demanded that Philip surrender Perkin but this was refused. Thereupon all Flemings were ordered from English soil and an embargo was laid upon all Flemish imports. Several English sympathizers were executed. Margaret secured the support of Ferdinand and Isabella of Spain and also that of the Pope. With this backing, Perkin landed upon the coast of Kent in 1495, expecting that all of England would rally to his standard. But in this he was disappointed. The long War of the Roses had destroyed the nobility and the commons were so exhausted that they cared not who was kind so long as they had peace.

At this juncture, King Henry published an account of the supposed murder of the two princes in the Tower. This purported to be the confession of one of the keepers who stated that he had personally smothered both of the little lads in bed and had buried them under the stairs whence they had later been removed by Richard's priest. And now that Richard and the priest were both dead there was no way of knowing the place of their burial. In passing it is interesting that the keeper who was supposed to have confessed was also out of the way, having been beheaded upon the charge of high treason.

Whatever may have been the truth or falsity of this confession, it produced the result sought by Henry, namely; the keeping of the people from rising to greet Warbeck. Consequently when the latter landed he was routed and driven to his ships by the army of Henry. Perkin then sailed for Ireland where he failed to capture the city of Waterford.

Failing in Ireland, he departed for Scotland where he was royally welcomed by James who assisted in another unsuccessful invasion of England. James also gave Warbeck one of his relatives for wife, a beautiful young woman. In 1497, we find the pretender back in Ireland and then in Cornwall where he was again defeated by King Henry. From the battle field he fled to a near-by church for safety but upon the king's promise of pardon he surrendered.

In a short time Henry announced that Perkin had confessed that he was an impostor. In fact the king was fond of publishing "confessions." Shortly Perkin escaped from the officers of the king and made a brief endeavor to over-

throw the government but was soon retaken and thrown into the Tower. We have reason to think that the king was glad to use his attempt at escape as an excuse to treat his prisoner harshly.

Within a short time Warbeck and Richard of Warwick plotted to escape and some believe that the king connived at the plot that he might now have a reason to rid himself of two dangerous men. As one can believe almost anything treacherous and politic about Henry this may not be far from the truth.

Be that as it may, in 1499, both Warbeck and Warwick were sent to the block. Thus ends the career of "The White Rose of England," as he was fondly called by Margaret. That his claim was just was not doubted by either James of Scotland or Charles of France.

During the reign of Charles II. bones of two children were said to have been found under some stairs in the Tower, but here at once is a conflict with the tale of the keeper. So who was Perkin Warbeck? As none claimed him before or after death, the identity of the gentle unknown flaxen-haired youth is still a mystery. He may have been an impostor but at any rate he would no doubt have made as good a king as was Henry VIII.

Naturally, nearly every nation of the middle age had those who sought the throne either by fair means or by foul. Russia, among others, had her share and among the mysterious characters of history we find the name Dmitri. Much regarding him is rather obscure and not as well authenticated as are the facts relating to the Mask or to Warbeck.

When Ivan the Terrible died he was succeeded by his brother, Feodor, a very mild man and not given to war. Under his reign, the nobility who had been cowed under the terrible Ivan began to gain more power. Prominent among them was Boris, the brother-in-law of Feodor. He desired to secure nominal if not actual possession of the throne. To this end he set about winning the people by securing favorable legislature, reforming abuses, and even suppressing some of the nobles. In a short time he had won the hearts of the commons but well knew that as long as a member of the royal line of Rurik existed the people would not support any other for czar.

Boris succeeded in having Dmitri, the young brother of Feodor sent to a distant town where he was murdered in the

presence of several persons. This was in 1591 and his death was attributed to fever or an accident and was duly announced throughout the realm. That the truth might never be made known many of the citizens of the town wherein Dmitri died were slain, others had their tongues cut out, and others sent to Siberia. The prince's mother was shut up in a convent.

Boris next won the good offices of the head of the church by favors shown, and when Feodor "conveniently" died without heir the patriarch selected as czar, Boris. We are told that the new ruler had anything but an easy time and was greatly troubled by fancied returns of Dmitri. Suddenly the nation was startled by the rumor that the prince of the house of Rurik had appeared in Poland. His story was that another lad had been substituted for him and that he had succeeded in escaping from the minions of Boris. He strongly resembled the murdered man, had a wart on his forehead, another under the left eye, and other marks peculiar to the lost Dmitri. He was able thus to gain many followers as well as the favor of the polish king. In 1604, Dmitri at the head of quite an army invaded Russia and although the hosts of Boris outnumbered his four to one, by his consummate skill and courage he won a decisive victory.

For some months war continued when Boris died. Dmitri in a short time wrested the throne from the son of Boris and became the ruler. His preference to Poles brought him into contact with the people ere long. His wife was a Polish princess, only Poles were appointed to high places, and he changed from the Greek to the Roman church. Daily opposition grew stronger until one day a mob stormed the royal palace, slew the hated Poles, and ran a spear through the body of Dmitri. For three days his body was exposed to the public.

Presently rumors were afloat that Dmitri was not dead but alive and well in Poland, and again ready to claim his throne. To make doubly sure the remains of the dead czar were taken from the grave and cremated. But this did not keep Dmitri dead for within a short space he was reported as alive. So much did this second Dmitri resemble his predecessors that the Princess accepted him as her murdered husband. He interested the Polish King in his claim and again Russia was invaded, victories won and Moscow taken. Had the Polish king not withdrawn his assistance, having designs of his own

on Russia, Dmitri might have again (?) sat upon the throne. But again he was slain by a soldier.

From time to time for years new Dmitris sprang up here and there but none resembled the original as did these two, or one (?), or mayhap the only Dmitri.

The last of the quartette of historical enigmas is of comparatively recent date. The facts regarding him are well authenticated yet his identity is a mystery. One May morning, a hard-working cobbler of Nuremberg, Germany, saw an oddly dressed boy sixteen or eighteen years old on the street in front of his shop. He started to speak to the lad when the latter ambled toward him in a queer manner and held out a letter addressed to "The Captain of the Fourth Squadron of Light Horse."

The youth burst into tears, made signs of distress and mumbled a few incoherent words. The old shoe-maker conducted him to the captain's home where food was given him. He refused meat and would eat nothing but bread and water. The master of the house not being at home, the boy was taken to the stable where he at once fell into a deep sleep. When the captain returned, after much difficulty they made out that he was saying, as if by rote: "I want to be a trooper as my father was," and "I don't know."

The letter which he brought read about as follows: "Dear Sir; I send you a youth who wishes to serve his king. He was left with me in 1812 but I am a poor workingman and have eleven of my own children to take care of. His mother had me to take him and I have brought him up as a good Christian boy. He has never been outside of my house until now. Nobody knows that he has been with me. He cannot tell you where he came from. I have taught him the best I could. If he had parents he would be a scholar as he learns readily. I took him where you found him in the night and he cannot find his way back to my house. If you cannot keep him do as you please with him." With this was another letter in Latin, evidently from his mother. It read: "This boy has been christened and his name is Kaspar. You must give him his other name. When he is seventeen take him to the Sixth Regiment, Nuremburg, where his father lived. His father is dead and I am poor and cannot keep him. He was born on April 30."

Vainly the captain endeavored to learn more from the boy but he repeated the same words as before. He was there-

fore sent to the police who locked him in a cell where he promptly fell into a deep sleep.

Soon the entire populace of the staid old town came to see the mysterious lad, who though evidently about seventeen, acted as an infant. While he was not able to talk plainly he scribbled "Kaspar Hauser" upon every scrap of paper that fell into his hands. He was unable to walk as his feet were evidently not accustomed to such use. He could scarcely see in ordinary light yet saw well in the dark. He sat in his cell in one position for hours playing like a babe and grasping at shining objects. Many tried to rouse him by shouting in his ears, ringing bells and even firing guns, also by giving him such as snuff, wine or tobacco. The best they succeeded in doing was to throw him into fits.

After a few weeks he learned to talk quite well and told the burgomaster a story which was issued as an official statement. In substance it was this: Kaspar had always been kept in a small dark room with just enough room to allow him to sit upon the ground and stretch out his legs. He had never seen daylight nor heard any sound. He slept most of the time and always found bread and water by his side when he awoke. At times the water had a different taste and upon such times he went to sleep at once and upon awakening found his face washed, his clothes changed and his hair trimmed.

For toys he had two wooden horses. A man came in once in a while but Kaspar was not allowed to see his face. This man taught him to repeat the few words he uttered when found and taught him to write by guiding his hands from behind. After a long time he was taught to walk a little by being guided from behind. Then he was carried out into the dark and left where the shoe-maker had found him.

Such was the story. It may have been true. It might have been fiction. Who was the strange lad? His story was corroborated by his physical and mental condition when found. But why should a child have been so harshly treated? Idiot, impostor, or mystery, this is all that has been known of him till this day.

Nuremberg had faith in his tale for he was adopted as a city charge and sent to school. Highly improbable reports were given of his marvelous skill in acquiring knowledge. On the streets he was ever an object of interest, so much so, that he grew melancholy under it.

One day in 1829, he was found unconscious and bleeding in the cellar of the schoolmaster's house. For two days his mind wandered, and in his delirium he tremblingly repeated over and over, "Man, man, man." Upon recovering he told that a black man, whom he took to be his former keeper tried to kill him. Kaspar was henceforth given a guard and a tutor.

In 1831, Lord Stanhope, an English noble, adopted him with the intention of taking him to England. He so indulged Kaspar that the tutor resigned and Stanhope placed the youth in a German school for a time, providing liberally for him.

In 1833, he rushed home to the master bleeding from a wound in the side. A man, he said, had handed him a purse while in the park and at the same time had stabbed him in the side. The police found the purse and a paper which read: "Kaspar will tell you who I am. But I will save him that trouble. I come from the forest by the river. My name is M. L. O."

In three days Kaspar died. Much has been written about him and many guesses have been made as to his identity. Some thought that he was an escape from a lunatic asylum; others, an impostor; many believed him to be the victim of some great political crime. Some writers claim that he was a missing prince of Baden; still others, that he belonged to the royal family of Hungary. But none has solved the riddle and he is still as his epitaph reads, "The enigma of his times."

* * *

President Roosevelt Endorses Davis' Industrial School Bill.

Congressman C. R. Davis of Minnesota feels greatly encouraged concerning the passage in the near future of his industrial high school bill. The numerous endorsements from the leading educational men of the United States, including favorable resolutions from many educational organizations, farmers' associations, State colleges of agriculture and mechanic arts, commercial organizations, boards of trade, manufacturers' organizations and industrial organizations generally throughout the country have inspired the hope that Congress will be induced to consider favorably the measure during the present session.

By appointment Mr. Davis had an interview with the

President recently in which the provisions of the bill were considered. He was very much gratified to receive from the President his hearty and full endorsement of the measure. In this interview allusion was made to the President's speech at Keokuk in October last, and the President was gratified to know that his ideas then expressed concerning this measure were receiving such favorable consideration throughout the entire country. In this speech the President said:

"We should strive in every way to aid in the education of the farmer for the farm, and should shape our school system with this end in view; and so vitally important is this that, in my opinion the federal government should co-operate with the State governments to secure the needed change and improvement in our schools. At present there is a gap between our primary schools in country and city which must be closed and if necessary the nation must help the State to close it. Too often our present schools tend to put altogether too great a premium upon mere literary education, and therefore to train away from the farm and shop. We should reverse this process."

Among the hundreds of indorsements Mr. Davis has received and to which the President's attention was called, a letter written by Judge Peter J. Shields of the Supreme Court especially attracted the President's attention. He not only approved of its contents but urged that great publicity be given to it as embodying briefly the desirability and necessity of developing education along industrial lines as embodied in this bill.

The President was much gratified at the equitable manner in which this bill distributes technical and industrial education among the masses. He was especially pleased to know that this bill divides the money about equally as between agriculture, the mechanic industries and home making.

Judge Shields' letter, written to his friend, Col. Weinstock of Sacramento, California, is as follows:

November 2, 1907.

My Dear Mr. Weinstock:

I received your letter enclosing a copy of the "Davis Bill" which I now re-inclose to you. I was familiar with the bill from conversation with interested parties but had never seen it and was glad to get it through you. I regard it as a very good bill; if it works out well it will prove a great bill. The

only wrong about it would have to come in its administration, it is perfectly sound in its purpose. You know that when a Federal fund is provided for State distribution what a scramble there is for it.

This to some extent has been true of the agricultural college endowment, although in the long run that has worked its way out and proved a really great success. The danger which I have pointed out however is very well guarded against in the "Davis Bill" by requiring the several States to first provide the grounds, the farm and the school buildings and making the payment of the semi-annual amounts dependent upon the right use of proceeding sums, and placing the Secretary of Agriculture in control of all disbursements.

Rightly enforced the bill is admirable. First it provides for technical, industrial and practical education as distinguished from the old theory of educating all alike regardless of his type or the life he was to lead; of teaching the boy or girl books alone that they might thereby acquire the strength and fiber of mind to later learn men and things. The character of education proposed by this bill will teach the realities of life direct and in the process cultivate the mind as well as the old plan. One of the most fruitful fields of the education of the future will be nature, the wondrous world we live in, and of this field agriculture comprehends its best features. This bill is broader than that, however, including mechanics and domestic science within its purposes. I am not afraid of vulgarizing the world or making it what is called "utilitarian" by teaching all of the people to know plants and animals; through domestic science to feed the baby with wholesome food and the soul with all of the finer things which are comprehended within the limits of a real home, or through the mechanic arts which train men's bodies to their highest usefulness and to give expression to the mind's best conceptions. I am not afraid of the fate of a country whose people are given over to breeding perfect animals, rearing crops of best excellence, building good roads, labor saving machinery, automobiles and railroads, constructing convenient houses, furnishing them perfectly and making real homes of them, to the building of bath tubs, arranging plumbing, weaving fine cloths and making them into right form. If the doing of such things does not make for peace and union, for moral industry and wholesome progress, then my judgment is hopelessly at fault.

Nor can I doubt that out of such conditions will surely spring the soundest moral and intellectual culture and impulse. This bill represents this general direction and purpose and I have no hestiation in pronouncing it sound and wise.

When I see you I will enjoy talking it over with you and getting your views of it. My own are even more favorable to it than I have been able to state.

Very truly yours,

PETER J. SHIELDS.

Mr. Davis has been investigating some of the few objections suggested against the bill, and particularly those wherein it is claimed Federal appropriations would lead to national ownership of the contemplated schools, and also that these appropriations would relieve the States from the sense of responsibility. In answer thereto he quotes from a letter written by the Hon. E. E. Brown, U. S. Commissioner of Education, as follows:

"The recent effect of the national appropriations under that act (1862) has been to stimulate greatly the support of the land-grant colleges by the States in which they are situated. Ten years ago, the amount which these institutions received from their several States was $2,218,100, while in 1906 this amount was $7,531,502, showing an increase of about 240 per cent. In 1896 these institutions received, the country over, 29 per cent of their support from the National government. Ten years later, in 1906, owing to the increase of State appropriations, the grants from the national treasury covered only 15.4 per cent of their total support."

These figures Mr. Davis contends are altogether encouraging as showing that national appropriations have not tended to relieve the States of the sense of responsibility but have in fact quickened the sense of responsibility in the States which are benefited. The schools provided for in this measure are of exactly the same class as those inaugurated under the Morrill Act of 1862, and like them will strengthen the States directly and the Federal Government indirectly. As these State colleges have remained under State control so will the schools of agriculture and the schools of mechanic arts provided for in this bill remain under State control, hence no cause for alarm from centralization. Instead of destroying the unity of our school system, this measure bridges the gap between the education of the schoolhouse and the education

of the home, the farm and the shop. Heretofore our education has lacked unity, it has been too much centered about the literary, the non-industrial; its forms and substance have been too little co-ordinated with the training of the home, of the shop, of the farm and of the great outdoors. Through technical training it will keep our youth out of a peasant or submerged class; and by encouraging the States to expend more money for education it will greatly increase general as well as technical education.

* * *

Agriculture in the High Schools.

BY LEROY ANDERSON.

When we come to the High School we may begin the more serious study of agricultural subjects. They may be taken up logically and pursued in a scientfic manner, much as they would be studied in the college, though, of course, taking into consideration the lower grade of the student and his lesser preparation. The High School cannot possess the abundant equipment of the college and must be content to do things on a smaller scale and use simple and improvised apparatus. It should, also, confine itself to the more fundamental agricultural topics, and if undertaking a wide range to place most stress upon the principles underlying each. In this way the work may be thorough so far as it goes and lay a good foundation upon which the student can build later in his actual farming practice.

In the past, plant study has been the chief agricultural subject introduced into the schools. Many reasons have entered into this—such as teachers being more often prepared in the subject, material more ready at hand and more easily prepared, and its appealing to the aesthetic. Furthermore, in addition to being a fundamental study and including some recognized sciences, it is essential to many important agricultural operation—the culture of fruits, vines, vegetables, forage crops; in fact, all of the plant kingdom which concerns the farmer. I am of the opinion that other agricultural subjects may be taken up with equal advantage in High Schools in rural communities. The soil, animal study, dairying, poultry, irrigation, etc., will be found highly interesting and profitable but their successful presentation depends, as in other subjects, largely on the training and sympathy of the teacher.

Without further introduction let us consider in detail the subjects that may be given in the High School. We will take it for granted that the usual course of four years is to be considered the basis of length. Academic subjects, such as English, history and mathematics will be continued much as formerly. Agriculture class room or recitation work needs the equivalent of one forty-five minute period per day. The laboratory and field work needs at least two consecutive periods three times per week. This may be readily added to the customary amount of recitations without injury to the student. For instance, if the basis is four recitation subjects the agricultural field and laboratory may be added to that. If the students can be depended upon to do consistent home study, the field work may begin at one o'clock and continue to half past two or even three. If it is best to keep them at the school room until two or two-thirty, the field and laboratory may continue until four. This may appear too strenuous to the high school teachers but our experience is that it works well.

The course for the first year are botany and soils and gardening. Botany includes the composition, structure and physiology of plants. Special attention is given to propagation by seeds, bulbs, leaves and soft cuttings. Bacteria are studied in an elementary way. Each student has a small garden which he plants, cultivates, irrigates and harvests in such a way and with such products as will show him the value of a good vegetable garden to the farm home. He learns how to apply water and to conserve it in the soil. The time required for botany and gardening would be three recitation and two laboratory periods per week for the year.

Soil study includes origin of soil, especially in the home region, its nature and function. The main classes of soils are examined and discussed, as for example, sand, loam, clay, silt, etc. The movements of soil water afford one of the most interesting of scientific subjects for discussion and experiment and apparatus is inexpensive. This includes tillage, drainage, irrigation and aeration of the soil. Fertility should be studied under this head and the students introduced to the more simple chemical terms. The time required is two recitation and one laboratory period per week throughout the year.

The work of the second year will include horticulture, field crops, forestry and poultry. In horticulture we should study the fruits of the immediate region, in addition to such

discussion of all fruits and vines as may be possible. This is a good time to take up propagation by budding, grafting or cuttings as is used in the vineyards, and such other methods of propagation as pertain more particularly to fruits and vines. Entomology could be studied with horticulture, taking up only the main orders of insects and their life habits, and giving especial attention, of course, to those of economic importance.

The field and forage crops furnish subjects which can be given as much time as one wishes. The breeding of cereals by means of seed selection is most interesting to the boys and profitable to the community. Some of this they can do at home, and the subject includes all forage crops, such as alfalfa, corn and pasture grasses.

Poultry is taken up with the study of the various breeds and their characteristics, the theories of incubation and brooding, and with poultry feeding and management. The actual practice of handling fowls must be left to the students for their home practice.

The subjects of the third year will be dairying and animal husbandry. In dairying we should study the composition and food value of milk and the methods of producing a pure and clean milk. Too much stress cannot be placed upon the latter. Milk testing can be taught, and learned by the students with a very little outlay of money for a small Babcock tester. This is of special interest in dairy sections. The study of the manufacture of butter and cheese can be made more interesting by visiting neighboring creameries and cheese factories than is possible to make it by the text-book alone.

The successful carrying out of animal study affords probably the most difficulties of any of the agricultural subjects. This is because of lack of material immediately at hand and more necessity for special training on the part of the teacher. The usual method in this subject is to study the history and characteristics of the various breeds of horses, cattle, sheep and swine and their present adaptability and availability. While there are many good text-books which will guide the teacher and the student, some actual observation must be taken in order to give the work more interest and merit. Plenty of horses and cattle, and especially dairy cows may be found in the neighborhood, which the owners are usually glad to have used for such purposes. I say this because I have never yet been refused the use of an animal for study by the students.

This is one of the most intensely interesting of agricultural subjects to most boys, and should be introduced if at all possible. The feeding and care of animals is studied at this time. It cannot be gone into very deeply, but the general principles of the composition and use of foods can be discussed to advantage. Especial attention should, of course, be given to the value of the forage crops of the region and the various stock foods that are available.

Some time could be profitably spent during this year in planning farm buildings. If the student has had, as he should, some free hand drawing in the preceeding two years, he can readily do what is necessary in planning farm buildings, and learn to put his ideas on paper with the drawing instruments as well as with pencil alone.

To the fourth year we have left subjects which require more or less preparation in mathematics and science. The students have now had sufficient mathematics so that they can study land surveying, and along with this the laying out of irrigation ditches and tracts to be irrigated; and also some of the theories of hydraulics. Agricultural chemistry should be studied by simple analyses of agricultural products, such as the students can readily do and understand from their preliminary work in chemistry. The work in physics should have a strong agricultural bearing. In fact, we have now definite courses known as "agricultural physics." It may or may not be included in the term of rural engineering, which covers the field of road-making, systems of drainage and sewerage and also all of the work that is done in farm machinery. The latter consists in the study of the manufacture and the principles of various farm tools and machines by students taking them apart and putting them together to learn to operate them. Boys who have been brought up on the farm need not spend much time in school operating farm machines, but some time can be profitably spent in learning more than the average boy knows of the way they are made and put together and repaired.

This fourth year should also include rural economics in which the economics of agriculture, including transportation, marketing, keeping of farm records, social conditions in the farm communities, etc., are studied.

Reference has been made in one or two instances to textbooks but something more than a passing remark is necessary. The agricultural field, like many older fields of learning, is

being flooded with texts which for convenience we may divide into two main groups. One group includes those which endeavor to cover all of agriculture in one volume. Familiar examples are "Agriculture for Beginners," "Agriculture through Laboratory and School Garden," and "First Principles of Agriculture." They are good in their place but their place is not in the high school, because they do not give a view of the subject that is sufficiently deep and broad for the high school mind. The second group includes those which deal with one particular division of agriculture and are written by specialists. Some are well-known to you, as "Principles of Fruit Growing" by Bailey, "The Soil" by King, "Milk and its Products" by Wing, "Judging Livestock" by Craig, and a score of others might be named. Such are the books which should be used in the agricultural high school classes and be placed in the hands of each student. Then he has something worthy of his best metal and a book that he will find worth keeping in his farm library.

A high school having a strong science department will find it an easy matter to introduce agriculture, especially if the teachers have the proper sympathy toward it. Some of the courses above outlined will fit into the regular work so readily as to cause no shock whatever. The difference is mainly in view point—a change from the purely academic to the practical or agricultural. For example, a large part of the first year work is now given in well organized high schools under the name of botany and physical geography. In the proposed change botany is enlarged and broadened so as to touch vitally the activities of the home district: physical geography treats of the origin and nature of soil and is widened in scope to include the soil, its cultivation and fertility as the farmer must know it. Forestry is a part of plant study that must be drilled into every boy and girl if our land is to be saved from famine.

The composition and testing of milk and milk produces is a natural accompaniment of the course in chemistry and all of the agricultural chemistry suggested for the fourth year follows logically the general subject. Feeding animals is another topic which is closely related to chemistry.

Land surveying is readily attached to trignometry, and hydraulics to the mathematical course. Agricultural physics is an adaptation of the general principles of physics to agricultural problems. Rural economics covers a broad field of

study of special value to the farmer and closely correlated with the general subject. The drawing and planning of farm structures and outlining farm operations is making practical the instructions previously given in free hand and mechanical drawing which I hope is a part of all high school courses.

I have endeavored to give as clear an idea as possible of the agriculture that may be studied in high schools to the end that its introduction may be more simple than the large majority of people think it can be. One man on the faculty, who has had an agricultural college training can introduce the work and in a small school do all the agricultural teaching. It may be best to make the subject an elective, especially for the purely practical topics, in which case one man could cover the field in a larger school. If a graduate of an agricultural college cannot be secured, I believe the foregoing discussion has shown that any man with a good training in science and possessing the proper sympathy can succeed in all the fundamental subjects and thereby have a course in agriculture really worth while. If it be thought not feasible to commence on a four year course, it would be eminently satisfactory to establish a two year basis, in which case more time per day may be given to include all the subjects or the more difficult ones may be eliminated. In any event let a beginning be made in real earnest and with a determination to study all conditions and circumstances thoroughly and to improve year after year.

NOTE: During the discussion of this paper, Superintendent Cox of Santa Rosa asked the question, "If the course outlined for the second year could be arranged to include a science which would be accepted for entrance at the University, and at the same time have a definite agricultural bearing." The course for the first year fits this requirement. His point is that the student should not be obliged to decide before the end of the second year in the high school what course he expects to pursue in the University, not whether or not he intends to enter the University. All of the work of the first two years, therefore, should be of such a nature as could be offered for University entrance.

The criticism is a just one, and the course will be worked over with this in view. The course as at present outlined is logically arranged in so far as it itself is concerned, and also as concerns the relation of the subjects; especially the last two years with the regular science as usually pursued in high schools.

The Forward Look.

(Synopsis of a Lecture.)

BY T. L. HEATON.

Seven thousand children are in our first grade, 2,000 in the 8th grade. 200 enter a high school, 45 graduate. The freshman college class is 500, the graduating class 150. Who bury our dead? What has become of the 5,000 between the first grade and the eighth? Infant mortality will not count for 20 per cent of them. Our eighth grade then should have 6,000, but you say it's poverty, they are compelled to go to work. Not so, under the compulsory education law they cannot go to work under 14. Our Course of Study is too heavy. The State Board of Education gives us books too ponderous. Children fail to be promoted and become discouraged. With smaller books we could have a "Minimum Course of Study." This would prescribe the nucleus of each year's work which 19-20ths of the children would do and be promoted. 1-20th would be provided with individual instruction in ungraded classes. There would be no discouraged left-overs. With ample supplementary work in reading, literature, geography, history, the minimum course would be supplemented with reading varying in amount according to the pupil's ability. All would learn the minimum. All would profit by hearing recited in class what the abler ones had learned. The brighter ones get the double benefit of learning and reciting, the slower ones get the benefit of hearing fresh material recited. Children entering school at six and compelled to remain until they are 14 would thus complete the eight grades.

Again our grammar schools should be differentiated. The minimum course of study taught in all schools would be supplemented in different schools according to local needs. Some schools would give the languages. The mother tongue is the one language indispensable to all children. The child who has the time or capacity for but a single language should not be required to learn two. The child who can learn more than one should be given the opportunity. These cosmopolitan schools should be located in various parts of the city easy of transfer for children desiring languages. Other schools should be made strong in manual training and domestic science. Others in music and art, still others in the scientific

branches. Thus the parent consulting the talent taste or outlook of his child may select the school best suited to the child's needs. All children must be the essentials of the course of study, with an emphasis on certain features of it. The brighter child instead of being pushed through a narrow course of study into deep water of the high school at the age of eleven or twelve completes the eight grades and takes with him a large content of culture and knowledge to enrich his high school work.

Many children become discouraged in school work because we fail to give them the forward look in education. We have been over the ground but we fail to give the child birdseye views of what is yet to come. We fail to point out the culture elements, the mental discipline, and the knowledge useful for after life. The principal should get classes together frequently and give them talks upon educational values. The education adequate for the child's parents 25 years ago will not do today when machinery and brains take the place of hands. The education of today will not do for the next generation. The sharp competition of life demands more thorough preparation. Each term's work, each subject, each recitation should have its forward look presented to the children. The most important part of a lesson is assignment when the teacher prepares the children for studying it and awakens an interest in its contents. The study-recitation with open books trains the child how to master the printed page, points out the principal thoughts of each paragraph and the subordinate thoughts grouped about it, links paragraph with paragraph and gives the completed whole of the selection or chapter. Each question has its forward look. In the olden times John Smith was called up and asked the question. No one else was attentive. But today the good teacher asks the question, waits for each child to think out the answer then calls upon a child to recite. Each child thus compares the answer which he has thought out with the one given. The recitation thus becomes an intellectual activity for each member of the class. In the topical recitation the topic is assigned and the class given time to think over the entire topic or to make headings on paper, then a pupil is called upon to recite the topic. The others follow and offer criticism.

But parents need the forward look as well as children. They should be often invited of an afternoon or evening to the assembly room of the school and listen to talks upon the

aim, motive, purpose of education as a whole, on the value of particular subjects from principal, teachers, superintendents or members of the Board.

All our new school houses should have assembly rooms where the public may be invited for evening talks upon school work. Schools have changed since the parents were pupils and we need to take them into our confidence to let them know what we are trying to do. Thus with the co-operation of the home and the school we shall be able to keep pupils in our schools and graduate from the eighth grade six thousand instead of two thousand. We shall economize time in the Course of Study and be able to adapt it better to each pupil's needs—to make them better, better workmen, better housewives and better citizens.

* * *

Fire Insurance for School Buildings.

ARROYO GRANDE, CAL., May 18, 1908.

To the Editor of *The Western Journal of Education:*

DEAR SIR: You may kindly excuse me for proposing to the readers of your valuable journal to unite in a strenuous effort for obtaining a State law which shall constitute all school districts of our great State (rural districts as well as city districts) into a Mutual Insurance Company, insuring all school buildings of the State against losses or destruction by fire, lightning, storms, earthquakes, etc. Last January we built a new school house in Verde District, San Luis Obispo County, and I was surprised to find out that 85 cents per $100 valuation was the lowest annual rate of premium for the insurance of said building. About three years ago I came to this State from northeastern Nebraska, where the farmers have founded Mutual Insurance Organizations, to protect their buildings, their stocks, and their crops from the frequent losses by lightning, hail, storms, or prairie-fires. After they had secured a suitable reserve fund to be used in extraordinary cases of disasters, they taxed themselves every year for the recovery of accidental losses, and their yearly taxation averaged from 30 to 40 cents per $100 valuation, never exceeding 50 cents per $100.

Since all school buildings by right are to be insured, it will not differ in the least if the insurance money is deducted from

the semi-annual apportionment, or is paid as premium to one of the numerous insurance companies which prosper by the extravagant insurance rates they charge. It is almost certain that by following the mutual plan of insurance, we will save more than one-half of the yearly premiums paid to the insurance companies, and that in cases of accidents the losses will be adjusted in the promptest and most reliable manner.

Being a farmer and having very little time for literary essays, I can only forward this idea for further development by more thoughtful minds, but I would be pleased if these lines had set the ball a-rolling toward procuring a cheaper and better way of insuring our school buildings than the present system where in cases of losses all districts are at the mercy of the insurance companies.

Respectfully yours,

ANTON SERRES.

* * *

Circumstantial Evidence.

BY WALTER J. KENYON.

"Whar yo' fin' de har you' sholy fin' de hide."—Uncle Remus.

If you find an empty jam jar on the floor and a jam-smeared baby somewhere about, the probabilities are that this baby has eaten the jam.

If you find a city where the once overhead wires are now underground; where fence-posters are forbidden; where the streets are free of refuse and where there is no expectoration on the walks, the probabilities are that this city has a clean city hall.

This principle of circumstantial evidence is worth something in evaluating the public school course of study. You pick me out the American city having the rottenest city hall and I will show you the school system that accords scantest consideration to the so-called "fads" in education. And conversely, show me the community where the best average English is heard on the street; where the saloons are absent altogether or else closely restricted; where the slot machines are under the ban; where the streets are clean and the children are combed; where residence property is easy to sell, and where the police force is comparatively small: and I will show you the town with the most liberal course of study in its elementary schools.

There has been an enormous amount of debate over this course of study question that rests on no secure foundation of actual data. The conclusive thing to do, for some pair of superintendents who are in positions, respectively, to do it, is to institute records tracing the graduates of a strictly three-r system, and also those of a thoroughly liberalized course of study. With an adequate supply of such data at hand, the educational world could determine in five minutes, and once for all, these points of debate which have been batted about, for a third of a century, on the irresponsible winds of personal opinion.

Even without such systemmatized evidence at hand, some tentative conclusions might be reached by a superficial inquiry, say at Brookline, Cleveland or Los Angeles. Naming these, almost at random, as among the American communities where a liberal course of study has been intrenched for a generation, if investigation should show these cities to be filled with youths who are jobbers because they cannot figure, or because their penmanship is illegible, or because their orthography and syntax are impossible, we then should be on the verge of a more conclusive sort of evidence than all the theorists on both side have been able to adduce. Or if, on the other hand, the reports show the risen generation in these communities to be at least as self-sustaining, progressive and promising as the average product of the conservative schools, then we have equally important evidence in the opposite direction. Really there is here a quite unusual opportunity to do an educational service that will make history.

Until such a comparison terminates the discussion, however, we must continue to distill what virtue we may out of our convictions, supplemented with fragmentary observation. And the most suggestive basis seems to be afforded by the circumstantial evidence before mentioned: that the best washed, best spoken, best comported communities in our Republic are by some coincidence the most deeply committed to the liberalized course of study in their elementary schools.

Blessed are the peacemakers, for they shall be called the children of God.

And God shall judge between the nations and arbitrate for many people.

And they shall beat their swords into plowshares and their spears into pruning hooks.

The Center of Vision.

D. R. AUGSBURG

As the chief aim of language is to communicate, that of number to measure, so the chief aim of drawing is to represent form. This is the central idea around which the whole subject centers. How this shall be done, whether mechanically or esthetically, in mass or in outline, with pencil, crayan or water colors is a subordinate idea. To get the pupils to represent ideas of form easily, quickly and skillfully, is primary. Do this first and then quarrel about the method afterwards.

* * *

A New Story of Peace.

"My country is the world, my countrymen are all mankind."—Garrison.

The eighteenth century achieved peace with justice between thirteen American states. The nineteenth century extended it to forty-five states. The twentieth century will achieve peace with justice between all the nations of the earth. The United States has shown the method of attaining a United World.

Peace between nations is now for the first time in history made possible. Steam, electricity, newspapers, democracy, a better mutual understanding, permit world organization. A century ago a war in Manchuria would not have been known for months. Nations independent then, interdependent now. Growth of commerce. Peace between nations attainable long before civil war, lynchings and murder will disappear. Our great cities contain much wickedness and violence, but they never fight each other as the Italian cities once did. Alabama and Tennessee have feuds and lynchings, but do not fight each other. Proper organization can prevent wars between nations as well as war between cities or federated states. The influential people in a few leading nations can secure peace between nations.

The Czar called twenty-six nations to the first Hague conference on May 18, 1899. One hundred representatives worked three months. Results: The Permanent International Tribunal with over seventy permanent judges, four appointed by the United States. It opened in 1901. Carnegie's gift to

it of $1,500,000 for a building. The United States and Mexico sent first case. By provision of the Hague conference for investigation, war between England and Russia prevented in 1905 over North Sea collision. By its provision for mediation President Roosevelt made possible Portsmouth treaty between Japan and Russia.

Figures from the Statistician.

Statistics are live and vital things when we learn how to use them. Mr. Wood is the Statistician of the Department of Public Instruction. He sends out the blanks, documents and official publications, receives the reports of teachers and superintendents, makes estimates and apportionments of school moneys; and then collects and tabulates the facts and figures about all these things. He will try to present each month some points derived from his work that will be of general interest to school people.

Poll Tax Collections.

Poll Tax goes into the State School Fund. Following is a table showing the amount of money paid into the State School Fund from the collection of Poll Tax for the past five years, by each county.

COUNTIES	June 30, 1903	June 30, 1904	June 30, 1905	June 30, 1906	June 30, 1907
Alameda	$23,493.10	$25,480.39	$29,159.55	$38,482.10	$33,312.65
Alpine	261.80	302.60	190.40	105.40	207.40
Amador	3,607.00	3,412.25	3,627.95	4,647.60	3,998.20
Butte	4,793.65	5,999.90	6,121.00	7,274.65	7,032.45
Calaveras	4,648.35	3,916.65	5,472.65	4,481.15	4,469.80
Colusa	3,070.45	2,409.75	2,597.95	2,693.10	2,904.15
Contra Costa	7,131.50	7,420.35	5,328.25	7,602.85	7,883.50
Del Norte	1,018.30	1,023.15	1,238.70	1,210.90	1,086.30
El Dorado	2,529.61	2,431.00	3,215.75	3,233.40	2,893.40
Fresno	13,172.25	12,864.30	13,525.60	19,643.00	12,454.35
Glenn	2,619.70	2,041.70	2,162.20	2,123.80	3,716.20
Humboldt	11,028.87	14,561.20	14,443.40	12,653.55	14,552.70
Inyo	1,157.70	1,215.50	1,278.40	1,851.30	1,058.20
Kern	8,339.90	11,060.80	7,191.80	12,125.65	11,418.05
Kings	3,019.05	3,728.05	3,792.00	3,847.20	3,576.85
Lake	1,480.15	1,658.45	1,809.35	1,869.35	1,800.15
Lassen	1,660.80	1,660.85	1,734.85	1,662.95	1,655.80
Los Angeles	59,834.32	74,154.78	100,925.72	146,539.93	109,896.16
Madera	3,227.86	2,466.55	2,368.75	2,766.25	2,681.75
Marin	4,272.10	3,902.35	4,507.55	4,536.45	2,470.10
Mariposa	682.40	1,131.43	1,436.95	1,034.30	2,642.15
Mendocino	6,988.00	8,224.60	8,760.65	8,315.20	8,346.80
Merced	4,542.40	4,516.90	4,856.90	5,059.20	5,202.00
Modoc	1,676.00	1,502.90	1,975.70	1,772.95	1,802.05
Mono	743.75	778.60	626.45	690.20	681.70
Monterey	5,215.80	5,256.90	5,210.45	5,475.80	3,554.30
Napa	5,020.55	5,228.50	4,613.60	7,033.60	4,237.25
Nevada	3,273.70	3,843.70	4,025.60	4,420.00	3,564.90
Orange	6,305.70	6,449.10	7,737.70	9,391.10	6,072.55
Placer	4,314.39	3,842.85	3,420.40	2,999.97	2,588.00
Plumas	1,313.10	1,309.75	1,397.55	1,604.95	1,582.30
Riverside	6,557.25	8,068.25	9,087.73	10,581.15	9,909.05
Sacramento	16,649.80	18,630.30	22,984.00	21,595.50	18,314.10
San Benito	2,318.05	2,403.40	2,335.25	2,321.85	2,075.20
San Bernardino	9,051.00	9,038.30	11,360.85	17,373.20	13,974.85
San Diego	8,305.40	9,447.50	10,832.75	12,023.05	13,454.95

San Francisco ..	100,061.75	87,092.80	104,094.90	89,126.75	61,033.85
San Joaquin	8,962.32	15,927.21	10,525.15	13,760.65	9,302.60
San Luis Obispo	4,939.85	5,078.65	5,778.75	6,215.20	4,689.97
San Mateo	2,983.50	3,632.90	4,153.95	3,712.80	4,598.50
Santa Barbara ..	4,001.40	4,820.80	5,152.85	6,038.80	6,057.25
Santa Clara	15,092.95	16,165.80	16,681.80	17,017.60	16,603.50
Santa Cruz	6,415.32	6,052.00	6,100.95	6,333.30	7,973.30
Shasta	7,675.45	8,989.20	6,502.90	8,045.65	8,799.15
Sierra	1,284.13	1,375.00	1,638.40	1,945.15	1,996.70
Siskiyou	5,122.30	7,314.05	5,526.20	5,108.40	6,694.35
Solano	4,811.90	4,863.40	4,590.85	7,859.10	3,099.10
Sonoma	11,669.15	12,716.45	12,809.50	13,515.35	12,389.60
Stanislaus	2,868.05	4,725.10	4,510.15	6,664.90	3,571.15
Sutter	3,286.10	739.50	2,271.20	1,054.00	1,569.10
Tehama	3,161.35	3,102.80	3,054.30	3,516.60	2,733.25
Trinity	1,185.15	1,961.00	1,422.75	1,648.25	1,444.65
Tulare	5,940.79	6,426.30	7,111.05	7,290.80	7,634.55
Tuolumne	3,713.65	5,168.85	3,954.20	3,109.30	3,482.45
Ventura	5,093.65	7,881.20	5,913.75	5,448.50	6,074.00
Yolo	3,296.30	3,517.30	3,162.00	3,512.20	3,564.90
Yuba	2,363.00	2,453.10	2,604.40	2,716.60	2,312.00
Totals.....	$447,251.81	$481,417.98	$528,914.35	$604,677.50	$502,694.23

* * *

Average Annual Amount Paid Teachers in High Schools, Grammar Schools and Primary Schools

(This does not include Amount paid Principals.)

COUNTIES	In High Schools		In Grammar Schools		In Primary Schools	
	Men	Women	Men	Women	Men	Women
Alameda	$1,339.95	$1,140.00	$750.00	$850.00	$700.00	$740.00
Alpine				560.00		
Amador		900.00	700.00	514.48		505.87
Butte	1,100.00	765.00	626.56	564.35		606.82
Calaveras	1,200.00	900.00	506.66	524.40		511.92
Colusa	1,000.00	910.00	524.58	423.62		708.75
Contra Costa...	900.00	886.06	754.16	743.19	750.00	701.73
Del Norte.....		800.00	590.50	636.07		616.50
El Dorado.....	1,250.00	1,000.00	472.50	567.40		
Fresno	1,071.24	845.91	763.30	616.75	1,000.00	681.84
Glenn	1,100.00	951.65	666.50	612.50	520.00	607.75
Humboldt	1,125.00	966.67	780.00	690.00	696.00	613.00
Imperial						
Inyo	1,057.50	900.00	790.00	568.66		640.00
Kern	1,100.50	1,080.00	785.16	640.21		
Kings	810.00	866.45	857.50	678.27		
Lake	1,200.00	810.00	525.00	514.42		
Lassen	1,238.67	1,080.00	663.00	557.00		
Los Angeles....	1,250.00	1,009.29	839.95	694.92	970.40	696.35
Madera	1,525.00	1,100.00	621.46	688.42		
Marin		850.00		595.59		776.73
Mariposa	1,066.66		575.00	576.00		552.00
Mendocino	710.00	950.83	536.87	543.14		492.50
Merced		976.88	644.58	612.39		
Modoc		950.00	832.00	509.00		
Mono	1,000.00		600.00	495.50		
Monterey	1,100.00	931.00	753.00	632.00		609.00
Napa	1,200.00	916.66	676.25	593.66		606.55
Nevada	960.00	992.85	875.00	735.00	725.00	710.25
Orange		960.00		670.00		670.00
Placer		1,078.00	675.00	613.61		
Plumas	1,050.00		430.00	464.42		533.00
Riverside	1,216.66	834.33	543.75	595.00	594.00	563.58
Sacramento		1,164.28	585.00	950.00		725.00
San Benito.....	1,228.00	1,000.00	582.50	578.00		536.00
San Bernardino	1,338.46	1,071.00	1,200.00	603.00	613.00	612.00
San Diego.....	1,430.30	844.80	710.94	657.48		538.65
San Francisco..	1,200.00	1,389.76	1,500.00	972.15	912.00	886.28
San Joaquin....	950.00	1,085.38	738.00	678.31		778.50

San Luis Obispo	1,000.00	878.57	571.06	577.90		512.40
San Mateo.....	1,160.00	940.00	600.00	607.16		659.41
Santa Barbara.	1,308.97	1,040.63	770.00	645.66		707.70
Santa Clara....	1,233.30	952.30	798.40	676.80		673.16
Santa Cruz.....	1,100.00	1,003.50	570.00	600.00		630.00
Shasta		1,005.00	572.15	519.91		
Sierra	1,175.00		995.31	591.27		621.59
Siskiyou	1,000.00	1,012.50	576.70	567.27	570.00	531.25
Solano	1,113.00	975.00	571.88	610.00	540.00	661.63
Sonoma	1,050.00	888.00	728.00	645.00	571.25	541.00
Stanislaus		942.00	663.75	608.09		
Sutter	1,092.50	1,000.00		630.00		675.00
Tehama		949.69	614.38	545.83		599.31
Trinity	1,000.00			525.00	490.00	490.00
Tulare		962.50	616.00	588.00		500.00
Tuolumne	1,108.33	883.33	770.00	687.66		
Ventura		1,005.55		624.74		697.93
Yolo		1,211.56		635.24	560.00	584.38
Yuba		1,066.66	578.83	591.96		661.40
Totals....	$1,123.39	$987.12	$693.42	$617.48	$680.75	$627.13

The average salary is not very accurate as to amount paid but in the absence of better data this is given. It will be noted that several counties have no primary schools. This is caused by the grading of all the schools "grammar" by the County Superintendent. Owing to this fact he gives no primary teachers, though he must have many teachers in these grades.

R eturnPostal Exchange

(Once a month the Superintendent of Public Instruction will send a postal card question to the Superintendents of California, upon some important school matter that can be briefly and easily answered. The results will be put in this column.)

This department will deal this month with city statistics. The card sent out asked the following questions:

Name the high schools in your city having courses in Manual Training, Domestic Science, Commercial Branches.

About what proportion of your high school pupils take Manual Training, Domestic Science, Commercial Branches.

Are any of these courses required?

How many teachers are employed to give all or part of their time to these subjects—Manual Training, Domestic Science and Commercial Branches?

From replies from seventeen cities of the State we summarize the following:

Number of replies.....17
Number of high schools having courses
in one or more of branches mentioned 16
Number of teachers of
Manual Training.....18
Domestic Science.....11
Commercial Branches.....51
Average per cent of pupils taking
Manual Training.....12 per cent

Domestic Science..... 6½ per cent
Commercial Branches.....22½ per cent
Schools in which one of these is required 3

The percentage of pupils given above is averaged from those schools only in which the subject is given.

It may further be said that in two of the cities replying, no instruction whatever is given in any of these subjects; that of the others, eight give courses in Manual Training, six in Domestic Science, fifteen in Commercial Branches. In several cities, courses in Manual Training and Domestic Science are being given in the grammar schools, but have not yet been introduced into the high schools.

State Board of Health.

The State Board of Health is the highest official authority upon the promotion of health and the eradication of disease in California. Its Secretary is Dr. N. K. Foster with offices in the state capitol. With the object of giving to the teachers of the state the best ideas and the latest investigations of this Board, Dr. Foster will prepare something of public interest under this heading each month.

The following paper, by Dr. Henry Barton Jones of Baltimore, Md., published in the "Outdoor Life" is so applicable to conditions in California and so full of facts that we publish it in full.

If we ever eliminate tuberculosis or check its spread in any marked degree it must be done by educating the children. They will soon be the governing power of the country and parents of healthy or feeble children according to the conditions of their education.

Our national greatness depends upon the strength of its people and we can expect no other result from a policy of neglect and disregard of our present conditions than a gradual lessening of our physical and national powers.

Upon the schools of the State and the teachers therein there is a load of responsibility, but a load they are perfectly competent to carry. And upon their work depends largely the weal or woe of the State.

Read and re-read the paper and put its lessons into active use.

THE PREVENTION OF TUBERCULOSIS AMONG THE SCHOOL CHILDREN.

"In the past few years great attention has been given the world over to the subject of the relief and prevention of tuber-

culosis, but the measures provided refer almost wholly to the adult population, and little consideration, outside of France, has been given to that large number of individuals below the age of fifteen, which in the next few years are to become the active working force in every community.

"The child of today is the adult of tomorrow; the generation of school children of today is the generation of fathers and mothers of a very few years hence. Therefore, so long as tuberculosis is allowed to retain foothold in this generation of children so long will it hold its sway as a devastating disease among adults.

"All authorities upon the subject of tuberculosis are agreed upon the *latency* of the disease, that is an infection of tuberculosis does not immediately manifest itself, as do measles or scarlet fever and many other of the infectious diseases. With them we know that within a certain number of days after exposure the child or the adult will come down with the disease or he will not. If he pass this maximum number of days and does not fall sick, then it is known that he has not taken the disease and is secure. With tuberculosis nothing like this happens; it is not possible to predict whether or not a person has become infected, and if so when he will begin to show the disease. If he is infected the likelihood is that the disease will remain *latent* in the system awaiting such time for its manifestation as shall be brought on by some over-exertion or fatigue, some debilitating cause induced by privation, dissipation, overstrain or illness. It is safe to say, perhaps, that in every case of tuberculosis the infection occurred from two to ten years before its final manifestation. This being so, the cases of consumption which begin to be numerous after the fifteenth year of life must have had their inception, their infection, within the school days, and as consumption claims by far the largest share of victims between the ages of fifteen and thirty, it follows that by far the largest number of individuals are infected either while of an age for attendance upon school, or in the years immediately thereafter.

"Indeed, many eminent authorities upon tuberculosis, especially of France and Germany, are firmly convinced, not only by their reasoning, but by their laboratory and clinical experience, that all tuberculous infections are made in infancy or in childhood, the disease lying *latent* until from one cause or another the resistance of the individual is reduced and the disease becomes manifest. This may be an extreme view, but

the instances of childhood infection are so numerous that these views merit careful consideration. I allude to these facts in the nature of tuberculosis to make it evident to you how important are the years of childhood, how essential it is that during these years every precaution should be taken not only to prevent infection but to so protect the child's physique and to improve his powers of resistance that he may pass through the school period and enter into the years of work with a constitution not only not undermined by his school life, but rather so strengthened, and so fortified by a knowledge gained in the schools of how to preserve it, that he may undertake life's burdens with every expectation of meeting and coping with them successfully, at least so far as health is concerned. It is evident, therefore, that the ultimate solution of the problem of the eradication of tuberculosis rests largely with the coming generation, that is, with the school children of today, and in solving this problem the mothers and guardians of children, the teachers and other authorities of schools must be the active factors.

"Particular responsibility devolves upon the schools. They are the intelligent element in the working force. As tuberculosis is essentially a disease of poverty and ignorance, it is too much to expect that parents in such conditions can give instruction or care to their children at all commensurate in value to the instruction and care possible in the school. This may seem to teachers a large responsibility, but surely it is a responsibility worthy of their highest and most devoted efforts. When they recall that one out of every ten children is likely to die of tuberculosis within the next fifteen years, should it not stir every instinct within them to make all effort possible to protect and save this tithe of the bright, happy lives whom they see sitting before them daily?

"There are many practical ways in which the school authorities and the teachers can make effective the hope which I have expressed that the schools shall become forceful agents in the great work. I want to allude to a few such agencies. In the first place the buildings themselves in which the school children are housed should receive the utmost thought and care to make them fitting to protect the health of all those who come to them. Most of these in Baltimore are already built, but more are urgently needed. To those built and in use, what can be done to make them better fitted for their purpose? Are they clean? Are they in good repair? Is the

ventilation all that could be desired? Are the surroundings suitable? Have they such yards or playgrounds about them that the pupils may get fresh air at recess? Are their sanitary arrangements above reproach? These are all important questions, and if in any single respect our school houses fail in these particulars, it should be the duty of our committee to remedy them as speedily and as thoroughly as possible, not upon the standards of hygiene of ten or twenty years ago, but upon the standards of today.

"The number of school children found by our school inspectors to be diseased in one way or another is appalling, and if in any sense the school houses themselves can be considered responsible, they should be corrected, and even farther than that, if the school houses are not such healthy places that they tend to offset and undo the mischief of the unsanitary condition of the home surroundings, they are not fullfilling completely their mission, for the hours passed by the child in the school room and in the play ground should be hours when health is stored up as well as knowledge. To quote Dr. Gulick's words, 'there can be no choice between health and education, only that education is effective for use in life, which is founded upon and which secures good health.'

"I feel sure that one by one, if proper attention is paid to the subject, our school houses can be overhauled and corrected so that they will fulfill all requirements.

"Of the school houses which are needed and which should be built at once to relieve the great overcrowding which now exists in some quarters, the greatest care should be exercised that they are fully adapted to the present hygienic needs of city pupils. These requirements in a densely populated city differ wholly from those in country or village schools. So many of the children come from slums, tenements and overcrowded dwellings in which they have been deprived of the essentials of health, light, air and sufficient food, and through their intimate association with disease—frequently tuberculosis—that they are not only pale, undersized, delicate children, but probably already infected with the germs of tuberculosis. Dr. Pleasants has recently reported that he found many cases of glandular tuberculosis among the children examined.

"In the new school houses to be built special thought, therefore, should be given to pupils of this type so that their school years may offset to some extent the misfortune of their home environment. This is perfectly possible and not at all

utopian or impracticable in its suggestion. Large, sunny, well-ventilated, well-heated rooms, adjacent to or on our public parks or squares, where extensive open playgrounds and gardens can be secured, would do an immense amount of good, not only in protecting the children from further infection, but often would so improve the delicate ones that they would so far recover as to be able to grow up to strong adult life rather than to succumb early to the possible tuberculosis.

"This question of school houses in or near parks, or in open country, is not wholly a new thing. In Berlin they have been used for some years and are proving of the highest advantage in the welfare of their pupils. Before plans for the new school houses contemplated are matured fully, attention might well be given to these facts.

"Now a few words as to the manner in which the school houses are managed. Is there here any criticism to be made, any correction necessary? If so, they are to be practical corrections which are feasible and capable of execution if only some little thought and proper attention is given them. Are the rooms kept clean, are they swept *only* after scattering wet sawdust, are they dusted with a damp cloth rather than with a feather broom? Is the drinking water pure, are the drinking cups clean? Are there provisions for the children to wash their hands? Are the toilet rooms thoroughly hygienic? Do the teachers understand the value of proper ventilation? Are the school library books sterilized from time to time? Has the system of passing study books on from one pupil to another been abandoned? Nothing can be of more importance than cleanliness of the school house in all their parts, scrupulous cleanliness. Its effect upon the health of the child is not more important than its effect upon his mind, and it should be the duty of some thoroughly competent supervisor, preferably a capable woman, to see that these conditions exist. These remarks may seem commonplace, but from recent criticism it would seem that they are not uncalled for.

"In the next place are the studies and the teaching of our public school children such that the greatest amount of good is being done them to insure useful, healthful lives? Let us stop and consider. If such is not the case, would it not be wise to make such changes at the earliest moment that the aggregate good to eighty thousand children of Baltimore may be increased. Eighty thousand children in Baltimore—what

a splendid army of new citizens if they could all be turned out of school at fifteen healthy in mind and body, but how horrible to contemplate that under present conditions in the world one in ten, or say in eight thousand, of these happy youths are to be dead of tuberculosis before they are forty, and in that death they will not only go through all the suffering incident to the disease, but they will entail unspeakable misery and agony upon fathers, mothers, wives, husbands and little ones, and will involve the community in millions of dollars expense to support them and their dependents.

"Surely our school teaching is somewhere wrong that it cannot do something more to aid in the school years toward preventing this horrible sacrifice of young lives. Do our committees and teachers realize these facts. Are *they* efficiently educated in matters pertaining to tuberculosis and kindred diseases to direct the teaching which shall be so efficacious in lessening the sad results? If not, why will not teachers and committees and superintendents place themselves under such instruction that they may become competent to plan the common-school curriculum so that it shall enlighten the pupils to the fullest extent on subjects which are so momentous to their health and usefulness. As I have said so often before, what can be so important to teach children as to teach them so to live that they may live and live healthily? It is the ignorance, dense ignorance, on the part of scholars and adults alike in questions of how health may be preserved, that death, particularly the so-called "White Death," claims so easily and so early its thousands of victims. It is the duty of the school to dispel this ignorance, to enlighten the young, receptive minds and to preach by example as well as precept the lesson that health is always the first consideration.

"You will ask me for specific suggestions as to the nature of teaching possible in the public schools to ensure such results as I pray for. It is not easy to formulate them offhand. They depend upon several factors, the age and intelligence of the pupil, the skill and enthusiasm of the teacher. In any event the teaching of hygiene should be considered of first importance. In the first year of school life the teaching must be largely suggestive and by example, taking infinite care to regulate the habits of the little ones in hygienic grooves; that they wash their hands before eating luncheon; that they wipe their feet on the doormat; that they do not spit upon the floor; that they do not turn teh leaves of their books by

first wetting their thumbs in their mouths; that they do not constantly moisten their pencils with their saliva; that they keep their desks and books neat and clean. From such elementary instruction in hygiene as this and the formation of automatic habits of health, the teaching can broaden out as the age of the pupils increase until pupils of average intelligence, over ten or twelve years of age, shall be given extensive courses in hygiene and in the nature of infectious agents which are harmful to human life. There is no reason why a boy or girl of twelve should not understand very fully why certain groups of mosquitoes are dangerous to health, or why polluted water and milk are carriers of typhoid fever, or why he may not comprehend in a practical way the nature of tuberculosis, the common modes of infection, the precautions to avoid it, and the best methods for keeping the body in fine physical condition for resisting it. All teaching which has as a result the increase of the pupils' love of nature and the things of out-of-doors will aid in making possible the sound physique so desirable. The school garden, introduced in some of our cities, is doing much good, and many other methods are in use or will suggest themselves to teachers interested.

"The main point to consider is that it is not by any means so important to turn out a *learned* boy or girl as it is to turn out a *healthy* one who knows and appreciates the value of health and the right course to pursue to preserve it. Next text books will be needed; graphic diagrams and exhibits adapted to the ages of the pupils illustrating hygienic subjects, how to live and keep well, what to avoid, are extremely valuable and must find a place in the school houses. Miniature tuberculosis exhibits in all the schools would help largely. It is perfectly amazing to see the interest which children take in such things and with what clear understanding they talk about them.

"Remember the outlook for the next generation of adults in this struggle with tuberculosis rests in the protection and education we insure to the children of this generation.

"No great reform comes suddenly. 'Rome was not built in a day.' It is 'precept upon precept, precept upon precept, line upon line, line upon line, here a little there a little,' until this great battle of useless and preventable sickness and death shall be won. The city and State are just awakening to their responsibility in the question of public health, an asset to the community which is greater in value than any commercial

terprise possible. Let each one and all of us do his or her part in reducing to the utmost the untold suffering and misery which year in and year out our fellow citizens are called upon to bear in their struggle with this disease, tuberculosis, which is not only curable, but n the end absolutely preventable.

"Probably there is no body of men or women in the community who are in a position to do so much toward the ultimate eradication of tuberculosis as the school teachers, for it is to the instruction and the example in the cshools that we must look for the final solution of the problem."

Mendocino County.

The Mendocino County Institute met in Fort Bragg on the 5th of the month and continued in session for four days. The plan of Superintendent Babcock seems to have been strictly a business Institute with enough of the entertainment feature to keep every one in the best of humor. The place of meeting is ideal; on the coast, a town of about 2600 people most of whom are directly interested in the lumbering mills of that part of the State. The place is reached by steamer from San Francisco or by rail to Sherwood and stage to Alpine and then train to the coast. No more beautiful trip can be imagined than that over the coast mountains through the great redwood forests down to the coast.

The Superintendent feels that his teachers are capable of presenting many good lessons, and so depends largely on local talent for the work of the Institute. Many excellent papers were read by the teachers and much talent shown in the discussion of these papers. A notable feature of the Institute was an exhibit of school work from the several schools of the county. This exhibit was remarkable in the showing made in manual training work. Many of the country schools did themselves great credit in the manual training work prepared from the local surroundings. Mendocino County showed much interest and much progress in this line of work. The schools presenting this work did as well or better in the regular school work than did those presenting no manual training work. They seem to have got the real interest of the pupils, the real incentive to good school work.

Miss Agnes O. Hersey, of the Fresno Schools, and Job Wood Jr., from the State Superintendent's office, were present during the week and aided the work of the Institute. Dr. David Starr Jordan gave a most interesting lecture on Thursday evening on "The Men the Twentieth Century Can Use."

The Fort Bragg people are most excellent hosts and entertainers. Nothing was left undone that could make the teachers feel at home and enjoy their surroundings. The Union Lumber Company did everything that was in its power to contribute to the success of the meeting, even to running special trains to show teachers and lecturers through the large saw mill which cuts in ten hours 150,000 feet of lumber. This mill is itself a valuable education to one who can read its lessons, not the least of which is the enormous number of valuable trees that are sacrificed daily that the people may have homes. When one looks over the vast forests of redwoods and thinks how short the time till they are gone forever, he can but wish that some great man will arise who will show us how to live without wasting so much timber or who will teach us how to produce the timber faster than we destroy it. To a man from the city where keeping his family warm in winter is a very expensive pleasure, a fire burning day and night for years that valuable timber may be got out of the way of the saw is a wicked waste. And yet the mill man must have this timber (which he calls tailings) out of the way. The handling of it costs so much that he cannot sell it for money enough to pay to move it to the large cities.

President G. Stanley Hall, *Clark University:* Our representatives in foreign lands are often totally ignorant of the tongue of the sovereigns and courts to which they are accredited, and are often victims of the underlings in their offices. The same is true of those appointed to rule over the races which have recently become subject to us. We have been strangely provincial and linguistically insulated from the great family of nations, and have thus grown incapable of profiting by the experience of other lands, although we are now slowly growing in this respect.

Western School News.

Meetings.

The California Teachers' Association will meet at San Jose December, 1908. Fred T. Moore, Alameda, President.

Northern California Teachers' Association, Marysville; F. E. Freeman, Yuba City, Cal., Pres.

Southern California Teachers' Association will meet December, 1908, at Los Angeles. Duncan Mackinnon, San Diego, President.

National Educational Association, Cleveland, Ohio; E. G. Cooley, President, Chicago; Irwin Shepard, Secretary, Winona, Minn.

NOTES

The Summer Session of the University of California promises to be of great interest. A feature of the educational courses, as arranged by Dean C. H. Rieber, will be the presence of five presidents of State Normal Schools, as follows: Jesse F. Millspaugh, M. A., M. D., President of the Normal School at Los Angeles; Frederick Burk, M. A., Ph. D., San Francisco; Morris Elmer Dailey, M. A., LL. D., San Jose; Charles Cecil Van Liew, Ph. D., Chico; Samuel T. Black, San Diego. Professor Millspaugh is to give one of the most interesting courses in the educational department, that on "Public School Health." President Burk will lecture on "The Bankruptcy of our Pedagogy"; President Dailey on "Normal Schools"; President Van Liew on "Technical Education," and President Black on "Leading Features of the California System of School Administration."

A representative gathering of instructors from Riverside, Redlands, Chico, Ontario, Colton, Pomona, Corona, Highland, Rialto and San Bernardino recently met at Redlands and organized the Schoolmaster's Club of the San Bernardino Valley. The officers chosen were: President, L. B. Avery of Redlands; Vice-President, G. M. Green of Colton; Secretary-Treasurer, H. Priestly of Riverside; Executive Committee, Jefferson Taylor of Ontario, W. E. Andrews of San Bernardino.

L. B. Avery, the well-known Superintendent of Redlands, has resigned. He has served not only Redlands, but the entire State faithfully in the interest of education. He has accepted the principalship of the San Jose High School at a salary of $3,000 per annum.

Miss Ball, Supervisor of Primary Reading in the San Francisco schools is to be congratulated upon the notable success of her "Natural Method" for the teaching of reading which is now followed by a large proportion of the California children beginning to read. Miss Alice Rose Power is another California teacher who is proving to be a most successful writer of text-books. Her "Poems for Memorizing" and "Speller" have already made a prominent place for themselves as leading books for public and private school use. After all it takes a practical school teacher actually engaged in the work to make the most successful aids for others.

Ex.-Supt. W. R. Carpenter of Orange County died recently in Idaho.

Los Angeles has 50,615 school children between the ages of 5 and 17 years.

Helen Eliott, senior member of the Faculty of Chico State Normal School, died May 18th.

Prof. C. L. Searcy of the Santa Rosa High School has been elected principal of the Analy Union High School,, which will open for the first time this fall in Sebastopol.

The Board of Education of San Francisco has selected Joseph O'Connor, James Ferguson, Mrs. C. R. Pechin and Miss Agnes Regan as delegates to inspect the schools and colleges of Great Britain and Ireland under the auspices of the National Civic Federation.

At a meeting of the Berkeley Teachers' Association, C. L. Biedenbach, Principal of the McKinley School and one of the most popular educators in Berkeley, was re-elected president by acclamation.

Prof. J. B. Newell, Principal of the Petaluma High School, has resigned to take a position in the University of California.

C. E. Keyes, Principal of the Lafayette Grammar School, has been appointed Principal of the Oakland High School, succeeding Jas. H. Pond who resigned to take up the study of medicine and surgery. Mr. Keyes is one of the most capable and efficient educators in the State.

Supt. R. B. Bryan of the State of Washington died recently of heart failure. Supt. Bryan served the State faithfully, and had a long and honorable career as an educator and citizen.

The National Teachers' Association will be held in Cleveland, Ohio, June 29th to July 3rd. Special rates will be given by all rail roads. A fine program has been arranged.

The Summer School at San Jose State Normal promises to be a great success this year. It has been decided to hold the 1909 session at San Diego Normal.

T. O. Crawford has been elected principal in the Oakland schools.

The Berkeley Teachers' Association presented S. D. Waterman with a fine set of library furniture.

The Board of Education of San Francisco has raised the pay of the San Francisco school teachers about 15 per cent.

Dr. E. C. Moore of Los Angeles delivered the commencement address at Stanford University May 20th.

Robert Furlong has been appointed chief assistant of Superintendent Filcher in charge of the Seattle-Yukon Fair.

President Samuel Black of the San Diego State Normal School will visit Europe as one of the representatives of the United States Civic League.

J. C. Ray has been elected principal of the Marysville High School, vice Martin, resigned.

Burt Estes Howard has returned to Stanford University.

The Board of Education of Long Beach has passed a rule prohibiting the public school teachers from attending public dances.

Assistant Director White of the Philippine School System is in the United States looking for 200 school teachers. He will accept no one without a personal interview.

Teachers who use kodaks can have the films developed very cheap by sending them to "That Man Pitts," 1123 Fillmore street, San Francisco. See ad in this issue.

Those who will never forget the splendid record of efficiency of Thomas J. Kirk in the office of State Superintendent of Public Instruction, whose photograph is here reproduced, may be interested in knowing that he is still engaged in educational work. On retiring from his eight years' term at the State Capitol he associated himself with that veteran business training school man, Prof. E. P. Heald, and he is now vice-president of the extensive Heald's Business College system which has branches in eleven of the most important cities of the Pacific Coast, including Reno, Nevada. Mr. Kirk has his office with Heald's Oakland College, San Pablo at 16th street, where he would be pleased to greet and extend the glad hand as of old to all his former school fellows and friends. Ex-Supt. Kirk was for eight years the official editor of the "Journal," and is known by his work by the teachers and trustees of the State.

THOMAS J. KIRK

BOOK NOTES.

"Aiken's Part Songs for Mixed Voices," compiled and edited by Walter H. Aiken, Supervisor of Music, Cincinnati Public Schools. American Book Co., Publishers. Price 65 cents. This compilation of choruses is arranged especially for use in the high school, and in choral classes. The songs are of a very high and interesting character, and many of the most celebrated composers are represented. The selections are of such a nature in rhythmical and tonal content as may be successfully used by any high school, regardless of the course of study followed in the elementary grades. The music is of a varying degree of difficulty, and will command the respect of both teacher and pupil, and provide songs which boys and girls will really enjoy singing.

MACE'S SCHOOL HISTORY OF THE UNITED STATES.

Here we have a grammar grade History that is dramatic and full of action, combining at once the best in history, pedagogy and narration. It sets forth in periods the important movements of our national life, grouping in each period actors and events bearing on the great forces of the time, and showing the effect, not only of the movements of a single period of the making of the Republic, but of the movements of periods taken collectively. The subject matter thus analyzed, and each epoch presented in connection with everything bearing directly upon it, makes much easier the delineation of causes and consequences, than where irrelevant matter enters into the chapter, or where events are arranged in strict chronological order. This method of treatment likewise makes plain the relation of events, brings reason into play and gives a meaning to history even to the younger pupils.

The numerous illustrations of the text show a recourse to the masters of picture making. The portraits represent our great men as they were at the summit of their activities. The full-page illustrations in color are especially noteworthy, portraying as they do the great signal turning points in the American History. In the matter of maps the book is the best equipped of any school history now before the public. Published by Rand, McNally & Company.

Power's Graded Speller is a book based on actual experience in the school room.

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about blackboard, decide on "Olmsted Artificial Slate." If convenient visit the Washington, Franklin or Prescott Schools in Oakland and you will pronounce it the best board in use today anywhere. "Seeing is believing."

This is the Official Journal of Education. The law requires that the Clerk of the school district file it with the teacher before the end of each month.

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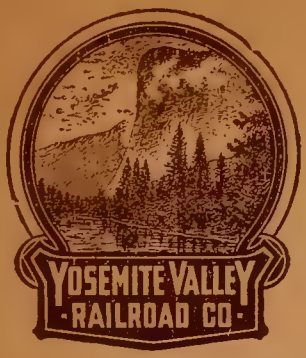

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The Western Journal of Education

JULY, 1908

Department of the California Teachers' Association.

FRED T. MOORE, Pres. WILL C. WOOD, Sec.

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The Outlook for the San Jose Meeting.

The prospect for a great meeting of the California Teachers' Association at San Jose in December is very gratifying. By the first of May we were practically assured of the support of more than seventeen hundred of the five thousand teachers whom we expect to become members before the meeting. Santa Clara, Alameda, San Mateo, Marin and Sonoma counties have fallen into line with a grace that is in-

spiring. Superintendent James A. Barr of Stockton has assured us that the teachers of that city will show their loyalty to the association by attending as a solid delegation, and Superintendent Dan H. White of Fairfield writes that all he needs is a good supply of membership certificates to enlist a host in Solano. The Secretary visited the Marin and Sonoma institutes and the response to the call for support in these counties was more than pleasing. It has been said that teachers are not inclined to support their organizations voluntarily, and that the only way to have a large gathering of teachers is to take advantage of the compulsory institute law. Be it said to the credit of the Sonoma and Marin teachers that they have disproved this statement by signing up a voluntary membership of more than sixty-five per cent of the teaching force. Moreover, Superintendents Montgomery and Davidson assure us that when the scattering returns come in the membership will include practically all the teachers.

FRESNO ENROLLS THE FIRST MEMBER.

The credit for enrolling the first member of the association for this year belongs to Fresno county. Early in March Mr. J. Soldner of that county sent in his application by mail. Fresno did itself proud two years ago when the association met there and it has shown a laudable disposition to continue its support during the coming year. Superintendent J. W. McClymonds of Oakland presented the association's cause to the teachers during the institute, and we have already received twenty-five applications for membership BY MAIL. Other cards are coming in from time to time so we feel assured of a good membership from the lower San Joaquin.

THE ASSOCIATION'S CLAIM TO SUPPORT.

The good showing in point of membership which has just been discussed is the result of the efforts of the officers of the association to show the teachers of the state what the association has done for the teachers and what it intends doing. When the teachers know that the association has been of benefit to them and that their future is wrapped up in the plans that are being formulated and which will be formulated on the floor of the meetings, they respond heartily and enthusiastically. We point with honest pride to the achievements of the association. The previous meetings have sounded the call to higher and better educational endeavor;

they have been rallying centers for those who would improve the conditions of the teacher, the schools and the rising generation. During the past half-century the educational system of California has been shaped and adjusted through legislation for the most part wise, until it is recognized today as one of the best in the United States, and the California Teachers' Association has been the most important factor in this great work. Within the past ten years the salaries of the teachers have been advanced on an average of more than sixty dollars per year throughout the state. This result could not have been brought about except through the co-operation among teachers as represented in the association. The past few years have witnessed the passage of laws providing for a more equitable scheme of apportioning school funds, for the disbursement of sixty per cent of the county funds for teachers' salaries and for an increase in the amount levied by the counties for school purposes from five hundred to five hundred and fifty dollars per teacher. A compulsory education law capable of enforcement and a law making consolidation of school districts possible have been passed. The high school law has been amended in various ways to the advantage of the schools, and the method for adopting text-books has been changed. While due credit must be given to individuals for their support of these measures, we must recognize that the greater credit belongs to the California Teachers' Association, which has centralized individual efforts and applied to each measure the corrective of discussion. After all, the California Teachers' Association is an association of the teachers of California, by the teachers of California and for the teachers of California. Its interests are the teachers' interests, and the teachers' interests are the concern of the association. The organization has done a great deal for the teacher; all that the association asks in return is the support of the teacher; it asks that the teacher devote one dollar per year of the sixty dollars increase to the work of further advancing her own interests, and the interests of the pupils in her charge.

ARRANGING THE PROGRAM.

President Moore is busy arranging for the general sessions of the association at the San Jose meeting. He has the assurance that Dr. G. Stanley Hall, president of Clark University, will deliver several lectures in the general sessions. The association is very fortunate in securing the services of

Dr. Hall. He is the leading specialist in child study in the United States, his great work entitled "Adolescence" being recognized as a most scholarly presentation of that subject. He is a lecturer of great ability and his name and reputation will appeal to the teachers of the state. Besides Dr. Hall there will be at least one other prominent educationist fom the eastern states who will discuss either the agricultural or the sociological phase of education. The names of the lecturers will be announced in the next issue of the proceedings. Meantime we may be assured that the program of the meeting will be one of the best ever given in California and that it will be broad enough and rich enough to invite the interest and attention of every teacher in the state.

THE COMMITTEE ON LEGISLATION.

One of the most important matters that will come before the association in San Jose will be the report of the Committee on Legislation which was appointed by President Dailey last January. This committee is made up of the following members: Prof. Wiliam C. Jones, Berkeley, Chairman; Chester H. Rowell, Fresno; Dr. Jessica Peixotto, Berkeley; Prof. A. F. Lange, Berkeley; Dr. Dorothy Moore, Los Angeles; Joseph O'Connor, San Francisco; Mark Keppel, Los Angeles; J. P. Sanford, Ukiah; George Sackett, Ventura; Miss Delia Fish, Red Bluff; J. W. McClymonds, Oakland; E. B. Wright, Stockton; Miss Lucile Eaves, San Francisco; Duncan McKinnon, San Diego; Miss Florence Boggs, Modesto, and H. A. Adrian, Santa Barbara.

This committee will outline certain measures which will be presented to the Legislature at the coming session. These measures are intended to improve the school system, especially the conditions of teaching and of the teachers. The influence this report will have depends upon the number of teachers represented in the California Teachers' Association which will present it to the Legislature. There are two ways in which the committee may be very materially assisted; first, those having suggestions can write directly to the chairman of the committee; and, second, every teacher in the state can become a member of the association and thus lend her financial and moral support to the adoption of the committee recommendations.

WILL C. WOOD,
Secretary.

Grammar School History and Its Relation to Good Citizenship.

PRESENTED BY MR. A. B. ANDERSON, OF THE SAN FRANCISCO NORMAL SCHOOL.

There is a growing tendency in the field of education toward a critical examination of the subjects which make up the "Course of Study." President Wheeler last year took as his text for an address a question which every school man in the country should be asking: "What is It All About?" The day of the frontier is over and the time is past when a man can, if he so chooses, step over his backyard fence and pick up a fortune. The time has come when he must make his way, not as a favored child of a mother land rich in unappropriated resources, but as a man in keen competition with many other keen men. The inevitable result of evolution into a complex society is a constant tendency toward the elimination of waste. The tendency toward economy projects itself into every department of life of a complex society and naturally therefore into the department of education, especially into that part of the formal education of the individual which is undertaken by the schools. This is rightly so in our own case, especially in view of the fact that as our society has become more complex there has been a growing tendency on the part of the state to make the formal education of the individual not a matter of accident but a state function of constantly increasing importance. We have only to consider for a moment the tendency on the part of the State to invest more and more money in schools in order to see that this is true.

A good business man expects a dividend on his investment and when it does not come he feels that the investment has been a poor one. In the same way society is asking dividends for money and effort invested in schools, and the fact that a certain amount of dissatisfaction, at present a growing one, is a constant factor in the problem of education keeps school men and educational thinkers occupied in attempting to formulate a course of study which will best help the individual to make the necessary adjustments to a complex and rapidly changing environment. We have only to turn to our educational journals and to the programs of teachers' associations to see the trend of thought. We find school men discussing such questions as these: "What Shall We Do to Keep Boys in Schools?", "Why Do So Many Pupils Leave the High

School at the End of the First Year?", "How Can We Enrich the Course of Study in the Upper Grades in Order to Hold Pupils?". Not only this, but we see much written and we hear much talk of "Life Values" and the schools as a preparation for life, of vocational education and the part it should have in the course of study. Our trade schools, commercial and technical schools, the putting into the schools of manual training, domestic science, and agriculture are manifestations of educational thought and expressions of a conscious effort to bring the schools nearer to life, to make the Course of Study more adequate, the schools more efficient in preparing the individual for society.

This is as it should be. We school men and school women should ever be on the alert for leakages in our system, ever on the alert to stop educational waste. It is our business to thresh out thoroughly the subjects of the Course of Study, especially the course for the elementary schools because of the fact that it is concerned with the needs of a larger body of individuals than any other part of our system. I take it that this threshing out or examination of the subjects in the course should be along two lines: First, the aims or goals of the subject, its reasons for existence in the course, and the purpose or purposes in teaching it; and, secondly, an examination of the content of the subject for the purpose of determining what material within the field of the subject is to be used in obtaining the aims or goals which have been selected.

It is the purpose of this paper to examine briefly a subject which has come to have a somewhat important place in the Course of Study—the subject of history. We are to examine it, not in a general way but particularly as to one goal or purpose usually assigned for teaching—that is, its part as an agent in securing good citizenship. It will be seen at once that it was perfectly natural that citizenship should have been made one of the goals of history teaching. Here was a subject which was by nature of the material which composed it closely connected with man and society, here was a subject which dealt with "mankind in the making". The state had gone into the business of educating its citizens and because of the fact that it ought to expect a return in the way of civic activity, "training for citizenship" became a part of our educational creed. If this, then, was to be a conspicuous part of state education, "to train for citizenship," material must be found to subserve this end. What better material could be found than

history and civil government? It dealt with man in his social, political, and economic relations. And so we have come to lay great weight on the value of history in its relation to citizenship, with the result that we have greatly overestimated its value, giving it undue credit as one of the agents which produces citizenship in its more specific sense of civic activity, as well as over-estimating its influence on citizenship in the broader sense of character.

It is not the purpose of this paper to attempt to show that history has no relation whatever to citizenship; it will attempt to show, however, that its importance has been greatly overestimated and that the suggested possibilities of history in developing and producing citizenship are often ficticious; that because of the nature of the material which makes up the course in history it cannot possibly have much connection with the production of civic activity.

Let us consider for a moment the part history can play in laying the foundation of good citizenship. In the first place, an individual to be a good citizen ought to be like his fellows. In other words, if he is to live in a certain society he ought to have the race heritage of knowledge and feeling which that society possesses. He ought to know the race traditions, he ought to have the feelings or attitudes which the race possesses. The possession of these differentiates him at once from the newly arrived, ignorant immigrant. The newly arrived immigrant, if he is to be a good American citizen, must become like other Americans. Even though he may not be able to acquire the strong emotional reactions on the great men and great events of our history, he must at least acquire the intelligence of the average American as regards these things.

There is, then, a race culture which the individual ought to have if he is to be a well-balanced member of society. This is, in a way, citizenship, though after all it is perhaps a small part of what we ordinarily mean by the term. History can give him this and should give it to him, and in so far as it does so it is in a broad sense producing a citizenship of knowledge and of feeling. Aside from the specific information which may be gained through history and the specific emotional reactions or attitudes which may be developed, there is a general attitude of admiration for the wonderful progress which the United States has made in so short a time. This attitude can come only through a familiarity with the history

of the country. This justifiable pride has undoubtedly made, in a way, for good citizenship. It is an attitude which ought to be consciously developed by the teaching of history. The writer of this paper believes that just as in the case of the family—good family traditions often spur on the individual to keep up the standard set by his forbearers—so in the nation a fine heritage of race traditions is apt to be an impetus toward good citizenship.

While the study of history therefore can give the individual the race intelligence and feeling, we go too far when we guarantee through it the production of right civic conduct. Conduct is, after all, a very complicated thing. Civic conduct may be the result of a variety of causes, and therefore while we are ready to admit that the study of history, because of the fact that it deals with man in his human relations, must in a way have the same influence in man in his civic reactions, its influence can only be slight, and we have tended greatly to exaggerate it. Of course the study of history may have to do with an individual's civic conduct, but so also the fact that his father has certain views which he expresses at the dinner table, so also may the fact that he eats certain foods, and the fact that he does or does not take a bath every day. So also does the fact that he goes to certain plays, that he reads certain books and magazines, that he belongs to a certain church or certain clubs. So also does the fact that he has certain habits, that he spends his time largely on the streets, that he is engaged in a certain occupation or business or because he is married to a certain woman. When we consider therefore the variety of causes which go toward the shaping of an individual's civic conduct, each of them reacting perhaps in a different degree of intensity from its fellows, we have gone a long way when we say that this school subject—history—is perhaps one of the factors which enter into the production of civic conduct; we hope it may have a helpful part in making toward good citizenship. We are too prone in education to take for granted that because the end to be attained is a desirable one the means to that end which we happen to be using must be the all-important ones. A fallacy of this sort is a dangerous one because of its relation to the organization of the particular course as regards the material which should compose it. For instance, so far as history is concerned, if we start with the wrong goal, such for example as the one we have been discussing, *i. e.,* that history has an important

bearing on civic conduct, the inevitable result is an exaggerated idea of the importance of the subject as a part of the course of study, which results at once in the crowding into the course of a mass of material, the reason for the teaching of which is based on the assumption that our goal is a true one. In other words, if we assume that an important goal of history teaching is the development of civic conduct, an end of supreme importance in a country such as ours, history at once becomes of overshadowing importance in the course of study, and its content at once expands to an enormous degree. I firmly believe that the exaggerated idea of the value of history in building character and developing citizenship has been one of the chief causes for crowding into the elementary schools scholarly materials and scholarly methods in history which are out of all proportion to the needs and capacities of the child.

Civic conduct is, after all, a very specific thing. It must rest on a basis of intelligence and right attitude. Not on intelligence and right attitudes in general, but intelligence and right attitudes along the special lines in which we expect right civic conduct. What we mean is this: A city, for example, is suffering from an abominably inadequate and unhealthful water supply. Mr. X is a man of good general intelligence and right motives; he is, however, we will say, wanting in intelligence along this particular line; we say at once that his citizenship at this particular point is weak. He must get the needed intelligence and the right attitudes on this particular thing before his citizenship can become adequate at this point. He must know and feel strongly the value to his city of pure water in abundance; he must know and feel strongly that the present condition is an abomination before he can become a good citizen on that particular point. Let us take another illustration. We hear it said that the citizenship of San Francisco is at a higher point now than it has been for almost six years. Why is it so? Are they any more intelligent in a general way or are their attitudes toward things in general any higher than they were six years ago? Do they know any more history than they did then? Have their emotional reactions on Washington, Jefferson and Lincoln, and our other great historic Americans changed? Is their reverence for the flag and our past any greater than it was six years ago? Are they more ready to die for their country than they were six years ago? Not at all. They have simply been

saturated during the last year with information and intelligence regarding their civic shortcomings, until as a result they have developed strong emotional reactions or attitudes which have eventuated in a decisive way for good citizenship.

These illustrations might be multiplied indefinitely and in all of them we should find that this principle would hold true—that citizenship is specific in character, that it is the response of the individual to specific situations and that his right conduct in a civic way must result from an intelligence in regard to the factors which compose the situation, and right emotional reactions or attitudes based on that intelligence. We have been inclined in this paper to regard citizenship as active, that is, as citizenship which displayed itself in activity on the part of the individual. There is another phase of citizenship, which we might define as passive, that is, a citizenship in which the individual while not taking any active part in civic matters, helps to influence civic affairs by reason of the opinions and attitudes which he holds. Many individuals, though they take no active part in civic affairs, still have a great influence in the way of good citizenship. By sound views and right attitudes on public questions they help to mold public opinion, and right public opinion makes powerfully for good government. We must keep in mind, however, what we have stated above, that this passive citizenship in the same way as active citizenship must rest on intelligence and right attitude as regards the specific point on which the right civic conduct is demanded. But what we say is, Does the question of the relation of history to citizenship have to do with all this? Precisely this, that because citizenship is specific in character and has to do with the individual's reactions on specific situations, requiring specific information and specific attitudes, history, because of the fact that it deals with situations in which the information and attitudes involved are different, can as a consequence have very little to do with civic conduct. In other words, an individual might be thoroughly familiar with the history of his country, he might have the soundest judgments on the problems of the past, he might admire the greatness of Washington, the honesty of Lincoln, the kindliness of McKinley and appreciate the services to the country of all three, and yet be woefully lacking in citizenship. He might know and feel all these things and yet feel no qualm of conscience in evading just taxes, jury duty, or duties at the primaries and polls. He might

know and feel all these things and yet deem it no very serious offense to buy a franchise or corrupt a legislature.

If we stop to consider for a moment the history of our country we shall see at once that on the side of information history can offer but little which will prove of value in the solution of the problems confronting the citizenship of today or tomorrow.

Our history has been the history of a frontier country. Within a generation almost, we have developed into a complex society. We are no longer a "race of villagers." Our problems therefore are no longer the problems of the frontier, but are the problems of a complex society. Citizenship involves the necessity of dealing with these problems and it must follow therefore that history can have but slight influence on citizenship, because of the fact that its problems involve situations usually foreign to the problems of today. For instance, our history and our traditional attitudes, the attitudes we had as a frontier nation, held strongly to the importance of the individual man and his individual rights; that, for instance, he had a right to sell his labor in the open market; whereas, we find today the growth and permanence of labor unions an indication that the old attitude is giving way to one in which the individual becomes of less importance and must sacrifice his personal initiative and welfare to the welfare of his fellow craftsmen. Or, again, our old traditions held that a man had a right to conduct his business as he saw fit, whereas today we see, under our changed and complex conditions, regulation for the benefit of the majority supplanting the old idea of a large amount of business freedom.

If we stop to consider for a moment we shall realize that it is a very far cry from determining or not the impeachment of Andrew Johnson was justifiable to the determining of whether we should be glad or sorry that a jury brought in a verdict of guilty in the case of an attorney charged with bribing a board of supervisors on behalf of a traction company. What policy the city is to take in the matter of granting franchises is a very different proposition from deciding whether or not the national government was wise in expending money on the Cumberland road.

Another strong claim made oftentimes on behalf of history as a basis for developing right civic conduct is the fact that history makes for patriotism and patriotism makes for citizenship. In the first place we must differentiate between

good and bad patriotism. Too much of our patriotism is often cheap jingoism—the type of patriotism which revels in such cheap sentiment as "our country right or wrong", the sort of patriotism that leads to race prejudice and narrow provincialism. On the other hand there is a high and fine form of patriotism which recognizes the fact that we are a nation among nations, that we are a people having our shortcomings as well as our virtues. This is a patriotism which is sane and intelligent, and in it there is no place for race prejudice or race hatred, nor a desire to place the mother nation on a false pedestal and then bow down and worship. This patriotism can be developed by a study of our history, and ought to be developed. It ought to be one of the real goals of our history teaching in the elementary schools. However, again we must not be too sanguine in guaranteeing as a necessary product of this high grade patriotism right civic conduct on the part of the individual. And why? For this reason: Because the new situation on which he is called on to express right civic activity may be entirely foreign to those situations on which through intelligence and emotional reactions he has developed high ideals and right attitudes. In other words, while an individual may through the study of history have become thoroughly intelligent and emotionally right on problems—social, moral and ethical—of his country's history and its makers, he may be totally wrong on the concrete situations of civic activity simply because the situation is entirely new and because there may be no common factors to aid him in determining his action. Lincoln Steffens tells a fine story to illustrate this. He says: "One night at a banquet of politicians I was seated beside a man who had grown rich by unswerving loyalty to a corrupt ring—'the party organization,' he would have called it, which had done more permanent harm to his country than a European army could do in two wars. He was not a politician, but a business man; not a boodler, but the backer of boodlers, and his conversation was a defense of 'poor human nature,' till the orchestra struck up a patriotic air. That moved him deeply.

"'Isn't it beautiful?' he exclaimed; and when the boodlers joined in the chorus he murmured, 'Beautiful! beautiful!' Then he leaned over with tears in his eyes and said: 'Ah! but the tune for me, the song I love, is 'My Country, 'tis of Thee.' I believe this man thinks he is patriotic. They all are, according to their light, honorable men and patriotic cit-

izens. They simply do not know what patriotism is. They know what treason is in war—it is going over to the enemy, as did Benedict Arnold. But fighting in the open and in secret to seize, not forts but cities and states, and destroy, not buildings and men but the fundamental institutions of your country and the saving character of American manhood—that is not treason. That is politics, and politics is business, and business, you know, is business."

Joseph W. Folk also tells a story which illustrates the same point. He says: "Some three years and a half ago there was held in one of our cities a banquet attended by a number of business men. After the repast was over the band played 'America,' and the audience stood and sang the familiar words. As the last strains of the song died away one of the men present, with tears of patriotic delight trickling down his cheeks, turned to his neighbor and said, 'Oh! that I could die for my country!' Just three weeks after, the same man was humbly kneeling at the feet of justice, confessing that he had bribed an entire assembly to pass a franchise bill."

These men in both cases were patriotic in the conventional sense. They were very probably men of culture. They probably knew their history very well. They had thrilled to the stories of Columbus and Wolfe, they had shuddered at the treachery of Benedict Arnold, they had gloried in the great deeds of our nation's makers. They believed in this country and its destiny. They simply had not developed right attitudes along the specific lines mentioned above. Their admiration for the good and the true in the men and situations of the past has not translated itself over into right civic conduct along certain lines because of the lack of connection. These men see and feel no relation between their historic ideals and the acts which make up their present civic conduct.

And so again our illustrations might be increased indefinitely to show that it is a far cry from being intelligent about and having right attitudes toward the good and true in the past, to reacting rightly toward the concrete circumstances of everyday life.

President Roosevelt has said that Jacob Riis is the "best citizen in the United States." Why did he become such a good citizen? Because through his position as a reporter on a New York paper he came face to face with problems which called for right civic conduct, because he became so saturated with intelligence, with the facts in the case, that he developed

strong feelings which eventuated in a mighty effort on his part to do something for the "other half."

There is a gentleman in San Francisco who has just retired as foreman of the grand jury. He has been known in the past as a good citizen. He states in an interview that he knows positively that he has become a far better citizen during the last year. And why? He answers the question himself when he says that he sees affairs as he never saw them before and feels toward them a thousand times more strongly than ever. He means that through an added intelligence and an awakened conscience on certain aspects of the civic obligations of the individual he has become a better citizen than he ever could have been before.

Again, our whole country is experiencing at the present time an improvement in citizenship. We think we are waking up. We feel that at least in certain localities our civic conduct is improving. Why is it so? Not because our general intelligence is increasing, not because of history in the schools, not because we feel any differently toward the good and true in our nation's past life, not that we are any more patriotic than we were twenty years ago. It is probably largely due to the fact that we are being made intelligent on certain phases of the nation's life. It is because we are getting light turned into the dark places. It is because of the fact that we are being made intelligent through the efforts of certain individuals, and along with that intelligence are developing strong feelings on certain situations where civic conduct is required. It is because Joseph Folk, LaFollette, Jerome, Heney, Steffens, Ida Tarbell, and others are giving us information and helping us to right attitudes regarding the United States as it is today. It is because we have a President who is honest and fearless and who talks so the average man can understand him.

In conclusion, to sum up briefly, this paper has attempted to show that history taught in the schools, while it can and ought to give the citizenship of right knowledge and right feeling as regards the nation's past, can have but little effect on civic conduct:

1. Because civic conduct is a complex thing, and may be the result of a variety of causes of which the study of history may perhaps be one, but if so is probably one of the least important.

2. Right civic conduct is a specific thing resting on intelli-

gence and right attitudes on specific situations.

3. History, because of the fact that it deals with situations in which the intelligence and attitudes involved are different, can have but little to do with affecting civic conduct.

4. History teaches and develops patriotism, which is a good thing. Patriotism, however, does not necessarily produce right civic reactions to the situations of every-day life.

5. That an examination of examples of an awakened citizenship would seem to indicate that the good citizenship had come about as the result of an awakened intelligence and aroused public conscience along the special lines in which the right civic conduct was desirable.

Let us teach our history then, knowing that we can with it as an agent, make our boys and girls good Americans in the sense of giving them the culture of the race, but let us not guarantee for our subject the production of right civic conduct unless we are quite sure that we can make good.

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The Correlation of the Parts of the School System.

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We are agreed, I take it, that the school system of a democratic commonwealth should be a system of all, by all, for all —a system giving to every child the chance to grow to full stature in character and efficient citizenship; a system, therefore, by means of which an undivided, unstratified people transmits its capital of inherited and acquired culture—material and spiritual—and promotes its own evolution into higher and truer forms of democracy. In other words, the school system should be correlated in aims, means, and methods, with our democratic life at its best and richest, and such correlation should be continuous to keep pace with and to direct the continuous development of that life. An evolving democracy implies an evolving school system. It follows, at least as a counsel of perfection, that we school men and women who most directly represent the people in its educational effort to shape its future should be the last to regard inherited ways and means as sacred, and progressive changes as *taboo*. We should be the first by virtue of our calling to plan and further

the next steps towards the goal. "To be as our fathers, we must be better."

One of the next steps will have to be to make the school system more truly than it is at present a system for all, by multiplying opportunities for vocational training. Educational theory as well as social needs demand that preparation for living should culminate in preparation for making a living. At the top of the system this demand is being met fairly well. At our State University, for example, about the only facilities for technical training that still shine by absence are a department of domestic science and a training school for high school teachers. But such means for becoming trained workers, although offered to all alike, are for most boys and girls like the chance every American boy has to become President. One need not fall in with the crude notion that all educational goods should be stamped C. O. D. and may yet insist that the school must take over, in the interest of the general welfare, responsibilities once shared with other agencies, with the farm, with the home, with the apprenticeship system, with the social and economic conditions which brought the young into instructive contact with industrial processes of various kinds. To provide a democratic school system also with special commercial, industrial, and agricultural professional courses or schools of university grade and not schools of grammar and high school grade is to deny the democratic principle of equal opportunity, to disregard special aptitudes and limitations, and to let our chief national resource go largely to waste—that of our efficient manhood and womanhood. And a people that economically faces world-wide competition and socially is struggling with anarchy on the one hand, socialism on the other, and between them a government by knaves at the cost of fools needs to be particularly careful with its human wealth.

In addition, then, to schools or departments for higher technical training, provision must be made, according to local needs and dominant pursuits, for the technical training of that great majority whose school careers end with the grammar school stage, and that smaller majority who can attend a high school but who must forego the chance of a university course. In fact, the gradual correlation of the school system with individual and social needs may in time require technical branch lines with starting points two years apart all along the cultural trunk-line from the grammar school forward.

But what shall be the nature of the connection? Can we discover a guiding principle for correlating the schools or departments standing for work-centered aims with the cultural or man-centered part of the school system? At the State University we are trying to create the "missing link" by incorporating the foundation work for the various professions with the studies of the two years preceding the traditional bachelor's degree. This attempt means educationally that the old theory of general culture, which in practice issued only too often in general ignorance and helplessness, has been modernized to include the idea of definite social efficiency and service. To understand and assimilate the best of our civilization is one half of culture; the other half is trained ability to act in it and for it. The "sweetness and light' conception of culture is utterly inadequate if divorced from that of one's life work as a means of grace and growth. The fundamental principles, processes, applications, and methods of one or the other prospective profession may accordingly serve the twofold purpose of further man- and citizen-building and of preparation for a calling, whether it be that of lawyer, physician, and teacher, or that of business man, engineer, architect, industrial chemist, or expert manager of a farm. From the technical or professional point of view, on the other hand, this re-shaping of the old curriculum and inherited methods means that the mastery of the special processes and technique will be attended to by the professional graduate departments, each no longer put mechanically on top of the undergraduate course, but growing out of it. To put the whole matter in another way, we are trying to devise such courses and methods of teaching them that each course will lead over to the training for a specific calling and will at the same time be so man-centered in aim and so interpretative of the world's work that the student who does not look forward to this specific calling will find the course illuminating and truly "practical." This is the reason—to cite an instance—for including the history and theory of education in our undergraduate curriculum while training in pedagogical craftsmanship is largely relegated to the graduate stage. And such separation by no means breaks the law: no knowing without doing.

Now to my best knowledge and belief, this conception of dove-tailed purposes and introductory link courses, which implies, of course, always a certain range of freedom in the choice of studies, is applicable wherever a junction is necessary

along our educational main line. If cultural manual training courses appropriate to both sexes and local interests were provided everywhere for seventh and eighth grade pupils, their vocational bearings would be exactly analogous to those of our college courses in law, in agriculture, in education, and so forth. Not in any sense trade school courses, they would yet lead over directly to technical day or evening schools as well as to the workshop, the farm, and household affairs. In the high school courses of the same type, those dealing with the history of industry, of commerce, and the elements of mechanics would again constitute bridges to the material activities of life and to the technical departments or schools branching off either from the middle or the end of the high school program.

In saying this I am only emphasizing the unity of the gospel, not preaching it as to those that sit in darkness. I wish, however, to suggest two things more in this connection. One is that we must under no circumstances cheat those who have to go to work early out of their cultural heritage as embodied in science and the written and institutional records of the race, by narrowing their curriculum more and earlier than is absolutely necessary. The other is that the linking courses I have just described must be kept accessible to those who can manage to prolong their school careers. Indeed, I should not hesitate to prescribe them on the ground that overalls worn to some intelligent purpose, and labor-skilled hands, are essential ingredients in a liberal education. Both suggestions imply the polytechnic and the so-called cultural departments must not be isolated from each other as long as a way can be found for uniting them in the same institution. They opportunities any one who has successfully completed a high school course although a part of the course may have been purely technical—this it has begun to do, none too soon—and imply, also, first, that the State University must admit to its second, that it must put the introductory vocational studies on its list of subjects suitable for regular standing. That it is almost certain to do before the end of the year.

Here we come upon the vexed problem of how to correlate university and high school. In discussing it I shall content myself with describing briefly an attempt to solve it that is in process at the State University and with giving a reason or two for the faith that is in those who are making the attempt. In 1903 the practically unanimous adoption by the faculties

at Berkeley of a University reorganization plan brought in by a committee of which Professor Jones was chairman, committed the State University to this working principle: progressively vocational or work-centered aims in the training of Juniors and Seniors; cultural or man-centered aims, as hitherto, for Freshmen and Sophomores. How the first half of the policy affects the problems of correlation, we saw a moment ago. The second half involves recognition of the fact, for such it is, that the dividing line between high school and college is a purely external one, a bad accident of history, and that freshman and sophomore classes, the country over. are merely continuing their secondary education—under poorer teachers, very likely. But if college work, despite the name, is really of the high school type, the beginning of the Junior and not the beginning of the Freshman year is the station where the student boards the University train, if he wants to, and this means a secondary route of six years. It is on the basis of this view that arrangements exist with various colleges of the state whereby students who have completed two years in one of them are admitted to Junior standing. On the same basis a similar arrangement has been made with the Los Angeles Normal School. In happy accord with it all is that part of the new Caminetti law, which authorizes communities to extend the four year high school course to one of six years. A new terminus, then, is in sight, we may say, for interschool commerce.

The further application of the policy I speak of was materially advanced, at least as far as insight is concerned, by the discussion of a committee composed of nine grammar, high school, and university men, and appointed at the instance of Mr. Biedenbach for the purpose of considering the problem under discussion today.

Professor Brown's departure for Washington, and the other earthquake put this committee into a state of suspended animation, but its labors have been continued by a University committee of fifteen, which is about ready to submit its report. What its particular proposals are need not delay us here; nor the question whether every irritant appendix has been removed. Its aims, however, if I interpret correctly, have been two fold: First. to reconcile majority and minority interests, or, what is the same thing, to apply the priniciple of equal opportunity for all. Like Topsy, each of the main divisions of our school system "just growed," more or less by itself,

too; and one consequence of this fact has been an imperfect adjustment to democracy. In the grammar school division it is the minority that do not get a square deal, because the needs of those who will enter the high school are ignored. In the high school division it is the majority that suffer when the high school is subordinated to the university, or the minority when the high school is an isolated peoples college, so-called, as if the whole school system were not the people's and all that dwell therein. Now, program arrangements, possible on the basis of an unbroken six-year unit open ways closed before. They make it possible to reverse the decision not to go to college and to do so without facing time-and youth-consuming obstacles; they make it possible to defer by two years the decision as to future career and the specialization involved; they make it possible to simplify and reduce the schedule difficulties inexorable on a four-year plan that attempts to do justice to the rights and needs of majority and minority. The best method of articulation on this basis would seem to be a pretty thorough dove-tailing of the work of the eleventh and twelfth grades with that of the thirteenth and fourteenth grades, so that the University would no longer ask solely, What have you done in four years?, but, What can you do in six years? You were not able or did not choose to take elementary physics in the twelfth grade, or advanced mathematics or chemistry—you have a chance to begin these subjects in the thirteenth grade. Implied is, of course—again in the interest of the square deal—that the opening of the doors of opportunity in the University does not lead to their closing in the high school. The second object has been to get nearer to the golden mein between prescription, in the interest of the pupils' correlation with the civilization of the present as an outcome of the past, and the freedom of choice as to the point of approach. The guiding thread out of this labyrinth will be, I am convinced, the continued endeavor on the part of high school and university men to prescribe nothing for everybody that means a deferred education for those who cannot go beyond the four-year terminus, and to maintain a wide range of optional studies as connecting links with future vocational and professional specialization. It should be needless to add that from the kindergarten to the Ph. D. the treatment of all studies must be adapted to the pupil's stage of growth.

We may not all agree that the end of the fourteenth grade, when the majority of students have reached the age of

twenty, is psychologically a more natural boundary line for secondary education than either graduation from the high school at eighteen or from college at twenty-two or twenty-three. I believe it is. But there can be no doubt that the period of secondary education should begin with the seventh and eighth grades in order to conform to the actual development of normal American children. It is the years covered by these two grades that mark the transition to later childhood and youth, to the interests, purposes, and ambitions of men and women, to dominant life habits and characteristics. They are years with a forward look, and the instruction and training provided for them should be controlled, for all concerned, by the outlook upon the world of man and of nature, by the aims and methods that characterize secondary as distinguished from elementary education. This holds especially for those pupils who will never go farther. I am well aware of the enrichment of grammar school programs during the last twenty years, also of the fact that progress in vital teaching has been more rapid in grammar than in high school or college grades. Indeed, it would not surprise me if it were true that the teachers of our seventh and eighth grades are finding themselves more quickly than the teachers of the ninth and tenth grades. But this situation is an excellent reason for these two classes of teachers to seek and find their "affinities' neither above nor below but in each other, and to unify their educational efforts by adherence to common aims clearly understood. The further careful development of fine beginnings—this is the grammar school end of the common task. To replace pseudo-university methods by vitally graduated instruction—this is the high school aspect of the problem.

But the articulation of aims and methods needs to be made complete by correlation of curricula. As I see this phase of the question, the only radical change required with respect to subject matter consists in adding a foreign language to the grammar school course of study. Most of the one-sided proposals to incorporate the seventh and eighth grades with the high school originate in a long-felt want at this point. The minority will not get a square deal until the opportunity to begin a foreign language is offered earlier than now. Moreover, two pre-high-school years of a foreign language—a modern language, of course—if well taught, will be of practical social value to every pupil and will give him the power to enjoy another literature besides his own, whether he ever goes to school

another day or not. Other changes, like the transformation of arithmetic into elementary mathematics and of nature study into elementary natural science, are questions of teaching rather than of content.

But how can we add to our present embarassments through still further enrichment? The way out, it seems to me, must be sought not only, as hitherto, in paring down courses and in consolidating and correlating them, but also in applying the same devices that are found workable farther up the line, dove-tailing and limited election. The latter is demanded both by psychology and vocational prospects; the former by the rights and needs of those who will enter active life by way of the high school and perhaps the university. How to apply these working-principles is, of course, largely a matter of local adaptation, except as to the core of prescribed studies. English, minus grammar, as a distinct study, a reformed type of arithmetic, nature study interlocked with geography and history—to oust any of these subjects is out of the question. Not so manual training, for instance, in the case of those who will enter the high school, provided they have a chance to take it there. Here the idea of partially overlapping programs, as already set forth, would apply exactly. Both high school and grammar school would offer beginning work in a foreign language and in manual training. One pupil would get a good start in the study of foreign languages during his pre-high-school years and would add the subject of manual training later. Another pupil, with the end of his school career in view, would take an introductory vocational course without thereby debarring himself from any of the high school courses offered.

To come back to the starting point. A school system by all, of all, for all. To get it we don't need to tamper with established landmarks, nor lay violent hands on the sacred number four. To get it we don't need a revolution nor an educational dictatorship, whether one-headed or many-headed. We do need a self-directed evolution with the organic articulations involved in the process. And to get that we teachers must become correlated by means of the clear thought of the whole school system as an organ of democracy, just as New Englanders, Virginians and Californians are correlated by means of the thought of a union one and inseparable. Without such correlation we shall never have constructive unified legislation; with it we shall have nothing else. It is a source of

legitimate pride to be able to say that California teachers are nearer a union one and inseparable than the teachers of other states are. Leadership is therefore a duty. *Noblesse oblige.*

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The School System as a Whole, and Social Needs.

President Charles C. Van Liew, Chico State Normal School.

The most interesting and significant thing about this topic upon which I am to report is that such an issue is raised here, and that the same issue has been repeatedly raised in some form or other for a decade or more. The problem of the "School System as a Whole" in its relation to "Social Needs" has in it something that will not down—if the past is ever a prophecy of the future, something that will not down until a more satisfactory product is turned out by the school system, *i. e.,* a product more acceptable to the society which receives it. We have not been unmindful of the unrest felt in the matter. There has been abundant discussion within the ranks of school workers of all kinds, and there have been experiments; but they have not been a great success from the viewpoint of social efficiency, and we know it, for the issue is still with us and has not downed. Twenty years ago, for example, manual training was defending itself, in part at least, by the idea of training for social efficiency, but it is not yet able fully to justify either its method or its results by the same standard. The same may be said of the other scholastic idols—music, art, nature study, history, civics. literature.

There is a growing feeling in our people that it ought to be possible for the school system to stand the test of a measurable and tangible product, no matter what the line of work. The public mind very naturally assumes that if literature, music, art, nature study, and the rest of them, are taught, it is for some definite end, and that if they are well taught, that end will make its appearance. For example, are we training for citizenship? Have not we said so now for a good many years? Very well, the popular mind is inclined to say, let your superior average citizen appear. But we know there is nowadays too much evidence that he cannot appear. Or has it been "character-building" we were after, or mental power,

or the co-ordination of hand and brain? Fine sentiments, indeed; but they have led us so far afield in the chase after their abstractions that we still fail to bag the real game. The real game is the definite, tangible responses to social needs. Isn't the history of the whole affair about enough to suggest to us where the difficulty has lain, and still lies? We took up the business of the so-called "new education" first from the viewpoint of sentiment. That may have been necessary, historically; but it is time we recognized that sentiment is a by-product in the practical work of education. The most difficult task in the regeneration of the school system is still before us —that of so shaping it that it shall furnish every child with socially usable ideas and social habits, as the indispensable substratum of sound sentiments.

I am not overlooking the fact that our efforts in the new education have borne much good fruit. But, as already stated, it is this periodic reappearance of the "social needs" issue that is most significant at present and that puts the results of our work in an uncertain and, to many, not altogether satisfactory light. Let us come at once, then, to what the history of our efforts seeks to point out as the thing we have been groping for. The claim of this paper is, then: First, that there can be no school system, suited to social needs, that does not grapple directly with industrial education; and, second, that all education should be technical.

The term "technical education" is here used in its ordinary and special educational sense. Technical education is an education that makes for the fitness of the one being educated to become a producer in society. It is, I believe, our only answer to the unrest that has come to be felt in school matters by the educational profession and laity alike, as it also is the secret, the unconscious motive, of the constant changes that have taken place in the last fifty years. We ought to be ready and willing consciously to take our stand for technical education as the keynote of the system as a whole. All education should be primarily technical, *i. e.,* should train and equip producers; and the ideal ends of the school system should be by-products of the technical training.

We have, in this country, two noteworthy examples of technical education that have enough history back of them to test their work. They are the systems of West Point and Annapolis—practically one in aim and method. Take West Point for the example. Quite apart from the ethical issue

possibly involved in training men for war and military service (we are all agreed, I suppose, that the world were better off if the supposed need did not exist)—quite apart from that issue—there is no mistaking the fact that the West Point system is conceived and worked out, as to both matter and method, from the viewpoint of the service its students will one day have to render, *i. e.,* military service, and that taken in the light of that end it is eminently successful. Mathematical subjects are chosen and ultimately brought to their practical military bearings, because they play so large a part in military operations of all kinds. The same is true of science; applied science, especially chemistry and physics, play a large and growing part in military life. Their use in his profession is the cadet's goal in studying them. Language submits to the same test; it is not the classics for mediaeval reasons, but above all English, for it is his mother tongue and the national medium; French, for it is the diplomatic tongue, and Spanish, for it figures largely on the frontier. The study of history is shaped in the same way and is intimately associated with certain phases of law, including international law.

What is true at West Point of the class-room studies, is equally true of the very habits of life which the cadet must acquire. He must learn the manual-at-arms and every physical activity directly concerned in military operations; he must learn to swim, to ride a horse of any kind or nature, and withal, to bear himself with a presence as it were. Definite habits are inculcated with respect to the care of his person, his clothing, all his property, his room; he must be habitually ready in all the evidences of good breeding which the best of society expects, and, if he have no religious scruples, he must learn to dance, for his position as officer will in the future give him, in fact, may require of him, *entree* to the best society in any country.

Everything which constitutes a part of the West Point system is pushed to the point of its technical and practical bearings, be it knowledge or skill. The result justifies the technical conception and administration of the system. The history of West Point graduates, with a very few possible exceptions, bears out this assertion. Despite the fact that they have always had to compete with political favorites who were untrained for military service, such crises as the Mexican, Civil, and Spanish-American wars always brought them to the front as the great tactical organizing leaders in every

kind of commissioned office. Moreover, what is still more significant, aside from purely military traits, they represent a type of manhood which will bear easy comparison with the average of any profession. With them, the by-products of sound sentiment and holy ideals, so far as they are compatible with the military profession, seem to have developed *because* the technical training was so perfectly worked out.

There is in this illutsration, making all due allowance for the very special field, somewhat of the impressive and significant. It may be summarized briefly as proficient, first, because it is highly technical to a special end in human society and, second, because high fitness to that special end has brought with it a good adjustment to the general demands of society.

A recent writer in the *Outlook* claims that "we have secured religious, political and educational democracy," but that ""we have yet to secure industrial democracy, *i. e.*, a measurably equal industrial opportunity for all." But the possession of an *educational* democracy may be questioned. It is just this desirable democracy, to which the writer refers, which is the great social need before all others to which the school system as a whole may be adjusted. With the possible exception of the technical departments of our universities and the few polytechnic and industrial schools which now exist, our education is not shaped with regard to the technical and industrial needs of life. We have a school system which all may enter, it is true, and it is in so far democratic. But it is not democratic in confining its industrial training to a favored few in our universities and polytechnic high schools. In the latter we have already recognized the principle of industrial and technical training at public expense. We are not going to stop with the application of that principle until it has consistently re-shaped the whole system from top to bottom. It is going to be industrial as well as literary, technical rather than general, for the great army of hand workers as well as for the professional man.

The greatest *moral* issue that this country has before it at the present time is the training of the *intelligent* workman, and the moral issue of a people becomes at once an educational issue with its schoolmasters. Not alone through the punishment of lawbreakers who menace sound industrial conditions, can industrial freedom be wrought and preserved. Such measures, necessary as they are, can bear but transitory re-

sults until the producer who is absorbed solely in the wage-interest has been supplanted by the producer whose interests extend also to the problems of production and the weal of a healthy society. This is the great social need to which the school system as a whole must adjust itself, by furnishing industrial and technical training—by making for the intelligent producer.

There is not time to go into any detailed analysis of the elements of our curricula for the purpose of testing its degree of response to this greatest social need. We are all familiar with the facts that the more general subjects of the elementary school are commonly pursued way beyond their power to interest and that here we still lose far too many boys before they are fit for trades or work of any kind; that the ordinary secondary curriculum is too commonly endured either because it seems to be the necessary evil preliminary to the university or because its completion is evidence of having done the proper thing. What a boy or girl can *do* upon leaving the high school as a result of the secondary curriculum, is a problem to the majority who do not go to the university. We are also all familiar with the fact that both the elementary and secondary curricula have been crowded full of supposedly good things, most of the imitations of the European systems, retouched by the plethoric hand of American enthusiasm, until time is not left for method to push any one of them to technical proficiency. And while the real issue, technical and industrial training, was sneaking in at the back door and gradually taking a hand in the experimental scene-shifting, we have tried to console our consciences by that mediaeval will-o'-the-wisp, formal discipline, general mental power, whose latest variant is the co-ordinate training of hand and brain. There is no call in this discussion for any further blows aimed at that old dogma. Very slowly, but surely, we are coming to see that the power will take care of itself provided we teach things to be done; that the value of an educational system can not be measured by the number of severe tasks it can set, merely because they are severe, nor by the pursuit of any subject whatsoever for its own sake, for that means nothing; but, rather, by the number of things it can teach and equip men to do that will make them better, more useful, hence more perfectly adjusted to the needs of society. The ultimate industrialization of the American public school system will be the final snuffing out of the old false gods.

We know that our present efforts leave much to perplex us. To begin with, we often find our results vague, intangible and unsatisfying. I recently listened to a part of the Scholia Club discussions that have for some time been devoted to the matter and method of instruction in literature. Very good evidence was produced to show that such instruction has not yet been able to make children commonly readers of good literature; and the arguments on both sides of the controversy seemed to be based upon the idea that something technically much more effective must be undertaken before we can look for greater literary taste, judgment or appreciation.

Second, our work has too commonly been with form and not with reality. Civics is perhaps the best illustration we have of this tendency. Its practical importance has long been emphasized, but its practical results are doubtful.

Third, as is often said, the education we now have tends to draw youth from forest, field and mountain, which are our prime industrial resources, to lettered and commercial centers, which are our great cities. In the past hundred years the per cent of our population found in cities of 8000 or more inhabitants has risen from less than 5 per cent to about 35 per cent.

Finally, we have forgotten how thoroughly good character, good citizenship or good powers of any kind are dependent upon the inculcation of perfectly definite and *productive* habits and ideas.

We have not appreciated how close usefulness in the world lies to morality. The industrialization of the public school system, giving the child at least as early as the beginning of the grammar grades some definite industrial outlook, cultivating certain practical interests together with ideas and will and skill in doing certain things is, I believe, the best way for education to give the best account of itself.

I do not conceive that such a readjustment would throw out anything fundamental now being taught; it would rather lend to all matter as well as method a clear point of view. Its best reaction upon method will be to insist that a little well done, *i. e.*, done to the point of technical skill, and having some clearly defined relation to life, is better than much which never reaches the point of a usable habit or a permanent interest in the child.

It needs but a glance at recent educational history to appre-

ciate the gathering force of the technical aim in our schools. For years Germany has been giving technical education an absorbed attention, as a matter of self-preservation. England, that educationally had slept for decades, found her re-awakening in the same interest. In our own country a technical education is the keynote at Tuskegee and in the George Junior Republic. We turn to the industrial idea for help in our parental and reform schools. Our universities never before received relatively such liberal support as since the establishment of their great technical departments. Trade and industrial schools and polytechnic schools of all kinds are springing rapidly into existence. Manual training is slowly catching the industrial and technical spirit, as it should. Some of the other studies are beginning to show like tendencies, and a number of noteworthy experiments are being made to render the rural schools more rural and less poor training schools for urban life. And all these are the educational matters taking hold of us with the greatest strength.

Finally, the work of the Massachusetts Commision on Industrial and Technical Education, as set forth in its report to the Senate of that state, in April, 1906, is perhaps the best revelation we have of the possible reaction such education may have on industrial conditions. The following table is suggestive of what that report contains:

Age	Average wage per week of boys trained in shops.	Average wage per week of boys trained in technical schools.
14	$ 4.00	.....
15	4.50	.....
16	5.00	.....
17	6.00	.....
18	7.00	.....
19	8.50	$11.75
20	9.50	15.00
21	9.50	16.00
22	11.50	20.00
23	11.75	21.00
24	12.00	23.00
25	12.75	31.00

This means that the boy who gets the training of the technical school, where liberal intelligence goes with the acquisi-

tion of manual skill, has, by the age of twenty-five, more than made up for the wages lost and the cost of living while getting ready, as compared with the shop-trained boy. A similar advantage should be felt at any point in the educational system.

To sum up the great moral and social need to which the school system as a whole should be adjusted, is the trained, the interested, the intelligent producer. The moral and social issues of a people are the educational tasks of its schoolmasters. All education should be primarily technical, *i. e.*, should train and equip producers; and the ideal ends of the school system should be by-products of the technical training. At once in the primary grades technical education begins with those subjects for which, as we well know, we can now give the best technical reasons—reading, writing, arithmetic, and language. Adaptation of matter and method to the child's powers is a matter of course; but quantity of matter must give way here as in all grades whatsoever to that fundamental requirement of method, that whatever is learned shall be made technically to reinforce habits of doing, shall by drill be brought to the point of usefulness. At least as early as the fifth or sixth grade, opportunities should make their appearance for the child to get some industrial outlook, and from this point on this technical trend might well shape many of the common school branches. Beginning in the primary grades with the most common stock in trade of practical information and facility, the system should grow more and more special through its secondary and university stages, so that the pupil may at any point, according to his circumstances and the powers that are in him, turn into his path of usefulness in society with least friction and greatest effectiveness.

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The Correllation of High School and University.

Presented by O. A. Johnson, Principal of Santa Rosa High School.

Of the many problems, both practical and theoretical, confronting those engaged in education, that of the relation of the different parts of a working system is highly important. This is especially true when a system is apparently made up of three parts but is in fact a complete system. Any theory or practice which tends to separate these parts or to cause

any one of them to feel or to work apart or independent of the others is dangerous. In the series of topics on the correlation of the different parts of the school system, that concerning the relation of the high school and the university is probably the one that must needs deal with the most noticeable tendency to separation of the parts of the system. It seems to be here where there has been the widest breach between divisions of this same system. This seems to have arisen from a failure to try to meet on common ground or from having different points of view as to the purpose of the high school. It is a question whether the high school is a growth from the common school upward or from the university downward, whether the high school is builded on top of the grammar school or suspended from the university. At any rate, it occupies a position between the other two parts of the system and its status in relation to the other parts is somewhat uncertain.

If the high school is the people's college, as is so often stated, if it is to meet the many and varied needs of those who do not go on to college its relation to the university is not what determines its course of study. But if it is to meet both the needs of those who go no further and of those who go on, its courses and point of emphasis may be modified. On the other hand if the high school is considered merely as a preparatory school for the university the question of correlation is simple. There is then no question as to what the high schools are to do. The university will fix the requirements for admission and the high schools will learn what these requirements are and adjust itself to them. It will prepare its pupils for the university. But when we consider the complexity of the high school situation, when we consider that the high school must meet the needs and demands of all, when we consider that it must be thoroughly democratic, when we consider that only a small but a very important percentage of its graduates ever attend the university, when we consider that only another small but also important percentage ever graduate from the high school at all, and when we consider that the needs of these graduates, the needs of this small minority along with the needs of the great majority are many and various, we must realize that the solution of the problem of correlation of the high school and the university is not such a simple one as to be solved simply and solely by the prescribed entrance requirements of the university originating

with and made by the university. Nor is it one to be solved solely by the high school. But when the major part of the effort of the high school is not devoted to the preparing of its pupils for the university the problem of correlation becomes one which is determined largely by the needs of and what is best for the high school rather than by what is desired by any body of professors in any university.

So it comes about that if the high schools are to do the various kinds of work for which they exist and if the universities and those who are to become leaders through high schools and universities are to profit more fully by the work of the high school there must needs be much adjustment and correlation of high school and university. But the burden of this adjustment and correlation falls primarily to the university and not to the high school. This is not to say, however, that the high school is or ought to make the entrance requirements for the university. I wish to say emphatically that the making of entrance requirements to the university is without question wholly in the hands of the authorities of the university, and should remain so. It is for the university to fix its standards of admission, but I maintain that these standards ought not to be fixed by the university without careful consideration of the high school and without complete and harmonious consultation with those men of the high school who have proven themselves capable, efficient and thorough educators and who thoroughly understand the high school situation in all its phases. The university draws its students from the high school and it should consider carefully the high school and the high school pupil in making its standards of admission. To do otherwise is to restrict the freedom of the high school and to become undemocratic. Through the common school, the high school and the university, democracy is making paths leading up to a higher democracy. There should be no place in this series of progressive steps where a chasm yawns and where those who would go and are capable of going onward must submit to sudden and great changes, discouraging barriers or arbitrary requirements in order to meet the demands of an iron-clad system. If our system is a unity the acquirements of the grammar school pupil should be the requirements of the high school and the acquirements of the high school pupil should be sufficient requirements for admission to the university, emphasis being placed on quality rather than quantity. But this is not to

maintain for a moment that the grammar schools are to determine the entrance requirements of the high school or that the high school is to determine the entrance requirements of or standards of admission to the university. Instead, here is one great field for co-operation and correlation. Let the high schools learn of the grammar schools what they are doing and can most profitably do and then co-operate with them heartily in doing these things, and let the grammar schools learn what the high schools desire and then do what they can profitably do to that end. Let this be done through mutual conferences between teachers and principals who have both the interests of the pupils and of an efficient school system at heart. These pupils of the grammar schools then, with what acquirements they have, are the basis of the existence of the high school. It does what it can with the grammar school product. A few will desire to prepare for the university. But the great majority will not. Still, the high school must meet the ends of both divisions. Then let the university consider the situation of the high school, learn what it is doing and what it can do most profitably, and then co-operate with it in every way possible. And let the high school learn what is desirable from the point of view of the university and through conference of those best fitted from both institutions co-operate to secure the ends fitting the needs of the high school and approximating as far as possible the desires of the university. It is this willingness to confer and co-operate, this spirit of correlation which more than any other one thing will bring about satisfactory adjustment. In a sense we have a system of three parts but no one of these parts is complete in itself. Each depends on the other. No one should control the others nor should any one of these divisions be at the mercy of any of the others. While each has its work and its peculiar work there can and should be unity and harmony of action and aim both in spirit and in actual practice. If the system is to be a unit in fact and if it is to have life and freedom there must be more of sympathetic understanding, more of mutual co-operation especially on the part of high school and university.

Having stated, then, that more of correlation is desirable in order to increase the efficiency of the system and that democracy within the system must be preserved, it might be well to discuss a few instances of the relation between the high school and the university where better adjustment would make

for more efficiency as well as for more democracy. To those who are thoroughly familiar with the situation many particular points will come to mind. But in my short time I can but briefly mention a very few. Nor will I attempt to put them in order of importance. I cite them simply as they come to me, rather at random.

I shall mention first that the accrediting of subjects rather than of pupils works an unnecessary hardship on the high school and the high school pupil. It put requirements on a subject basis rather than on a pupil basis. It emphasizes subjects rather than individuality. Whether so intended or not the effect of stating subjects and making them of a year or of other length determines what most high schools put into practice. The high schools follow slavishly the printed circulars of the university. Whether intended or not the subject system of accrediting, with little or no choice, makes high schools helpless and dependent. It tends to fix an arbitrary standard to which high schools conform by a felt if not a stated compulsion. Only the larger and more bold schools vary their programs to suit their own peculiar needs. We do not hold that anything the high school may offer should be accepted by the university but we do hold that there is an opportunity for improvement in regard to correlating work done in high school with what may be best for the university. It is true that movement toward this end is being made but such movement is irksomely slow and conservative.

There is also abundant need for adjustment between the work of the high school and that of the freshman year at the university. Students find great difficulty in making that adjustment. Many fail entirely. This is partly attributable to the high school, but also needs adjustment in the university. Few of the best or even of the good teachers of the university have to do with freshmen. As a fact, freshmen, who need the best of teaching and the most of guidance, get little of either. They are too often in the hands of immature professors who neither understand human nature nor the adjustment of their subject matter to their students. They repeat lectures and courses which they themselves have been given in the university. They give little of inspiration or encouragement. Again and again have the best of university professors deplored this condition and we have even heard one prominent university authority repeat the assertion that much of the first year teaching in the university is far inferior to that of

good high schools. If a large number of freshmen make a poor showing in universities perhaps the lack of guidance by masters may be and is often one of the prominent causes. If so, it may be possible to find a remedy.

Many high school graduates find still another difficulty on entering university work. They are so often required to repeat work already done in the high school. This is especially true in science work. The high school work is not accepted on the basis of what the individual has done. Too many instructors consider that if something has not been done their particular way it has not been worth doing. More emphasis is often placed on finding what a pupil has not done than on what he has done. It is too often taken for granted that nothing worth while has been done in high school and so all is repeated. Of what merit is a year's thorough work in physics or chemistry in high school if the same work must be repeated on entering these departments of the university? The acquirements and ability of the individual pupil are lost sight of and even the individual himself is lost in the efforts to preserve a fixed system. It is true that some work of some high schools is not of a high grade, but it is also true that much of the work of the best high schools challenges the admirattion of rather than merits the discouragement of the university.

It is very evident also that the high school fails, or many of them often fail, to maintain a high standard of scholarship and efficiency. This in a way justifies the university in requiring specific amounts of work to be done on specific subjects. It is therefore highly important that the high schools themselves improve the quality of their product. This is true not only in regard to the product that is to be judged by the university but to the larger product that is to be judged by the world outside. Again, the high school as well as the university fails to make technical application of its subjects and subject matter to life. Too much emphasis is put on form to the neglect of the spirit. High schools teach civics, for example, but it is formal civics—dead material taught by amateurs unfamiliar with politics and with current problems and who know not the spirit of government. Our schools have taught civics for a generation or more and still, in spite of this fact, what our country is hungering and thirsting most for today is civic righteousness—the spirit and essence of civics. What an awful indictment against our teaching! In

science, also, much of the same is true—an excess of method and system and a dearth of the life or dynamic side. Why could Sam Jones say, "I like flowers and religion but I hate botany and theology"? The answer is apparent. We need more of the application of knowledge to life. We need more of the spirit of Burbank than we do of the technique of method or of the visions of the miscroscope in the high school. And yet I realize the value of technique, of method and of the microscope. I would that we could have both the life side and the technical side, but if we can have but one in the high school let it be the spirit of Burbank rather than the burden of system. And yet such work done by the high school would not be recognized or accredited by the university, nor do the science teachers coming from the university to the high school have this spirit of life—they are trained in and emphasize the spirit of method. Universities emphasize scholarship, technique, scientific method, research—and it is well that they do—but high schools need less of these and more of their practical application. And this practical application of these to life by the high school should find some recognition in the university accrediting system.

I wish to emphasize here, also, that the high schools cannot meet the demands made upon them at present because of lack of broad-minded men of liberal education. They are being filled by narrow specialists as principals and teachers. This narrow specialization may be better than a smattering knowledge of many things, but it is no desirable substitute for broad and liberal culture and a conscientious devotion to the many interests of the high school and its pupils. Graduates of universities come to our high schools with the university idea of things and try to give to high school pupils what they themselves have gotten in courses in the university. They even apply the same methods and attempt to give the same lectures. They have the pouring-in process. They do not understand adolescent youth. They lack training, and foreknowledge of their field work. It takes a year or two of costly practice and experiment before they acquire ability to teach and to appreciate the difficulties of the high school. Too many of our high school teachers are merely instructors and not teachers. They have not the spirit of the calling. Too many lack that high ideal, that uplift, that inspiration, that willingness to serve humanity, that ennobling ideal which keeps one in the work in spite of all discouragements; too

many lack that sympathy with adolescent youth and aspirations—that devotion to righteousness, that appreciation of the value of education as a power to promote right living, that ideal of social service which society rightfully demands; too many lack these and other ideals—the spirit which has developed and saved humanity. Patriotic devotion to the ideals which have made us a nation and which must continue to grow and flourish even more than ever if we are to maintain ourselves, is too sadly lacking. We need more of the Socratic ideal of having those who forge ahead and get a glimpse of the great white light, to be inspired and return to disseminate that inspiration to others. And I know of no better service which the universities could do us than to emphasize more the spirit and the ideal of such social service on the part of its graduates. The universities do not yet succeed in furnishing to the high schools such teachers with the teaching spirit, the high ideals, the enthusiasm in and the devotion to the calling as the normal schools furnish to the grammar schools. If one of the important functions to the university is to furnish leaders for social service, one of the ways to secure recruits is to send to the high schools teachers equipped with the spirit of teachers as well as with the wisdom of scholars.

The plan of requiring post-graduate preparation on the part of high school teachers may be intended to serve this end, but since to the prospective teacher it comes in rather as an afterthought and under a form of requirement it does not serve to develop that spirit which should have been a part of the trainig through many years so as to become a part of the nervous system and very character of its possessor.

Perhaps the six-or eight-year high school to which we are no doubt coming may solve many of the present difficult problems of adjustment and correlation of high school and university. It seems that with such a system many of them would disappear as problems. But such a change is not yet upon us and it seems highly worth while to attempt to better present conditions rather than to wait for them to disappear. If what I have had to say in my own poor way may serve to call attention to some of the maladjustments or even to provoke discussion, the effort has not been wasted. I have not attempted to solve the problem of correlation or even to present all of the many phases of the question. There is already much of co-operation and correlation and I might have spent

my time profitably in pointing this out but I have chosen simply to emphasize the importance and value of more and better correlation. I have tried to point out that what we need most is more of co-operation and mutual understanding, and that unity and harmony and the finding out of common interests will aid much in bringing about more effective work in both university and high school. I have also mentioned a few cases in which more co-operation and better adjustment of work would aid greatly in making for better conditions. Just how to proceed I have not attempted to say—except this, to search for the better way.

* * *

The Proposed Amendments to the Constitution.

PAPER READ BY DR. E. C. MOORE, SUPERINTENDENT LOS ANGELES CITY SCHOOLS.

For a number of reasons I am strongly opposed to the proposed Constitutional Amendment reorganizing the State Board of Education. California has, perhaps, the best school system in the United States, at least from the standpoint of organization. It is a State school system, and much of its superiority is due to the State Board of Education. The State Board of Education hitherto has been composed of the presidents of the State University and the State Normal Schools, together with the Governor, Superintendent of Public Instruction, and the Professor of Education in the State University. It has always been made up of the educational leaders of the State—men who from the very nature of their preparation and their work, represented, and represented well, every interest of public education. As they are ex-officio members of the State Board, their coming to it has always been in a dignified and impersonal manner . They are not there to represent special interests, but the cause of education in California as a whole. They have done their work in a manner which is, I think, above reproach. Now it is proposed to supersede this board by another constituted in quite a different way, and made up of men of quite a different sort. Various educational interests are to have special representatives and agents there—men who must of necessity be less worthy to represent the cause of education as a whole than

the men who hold the important posts which the present board members hold.

The president of the State University, as the chief educational authority in the state, ought to be on the board. His counsel is indispensable to the best good of the schools. As the Leland Stanford, Jr., University is not a State institution, and as its officers do not want representation, it should not be represented. Not one, but all of the State Normal School presidents should be there. They are men of superior uprightness, education and school experience. Men equal to them in point of fitness could not be found in the State. There is no need for a "practical business" man, as every member of the Board is that and an educator beside. The "practical business man" would be of very little service on the Board. The representative of either Berkeley or Stanford might be a man without sympathy for education in general or public educational work. There are such men in the Universities, and as no qualifications are specified one of them might be selected. The rural schools need no better representative than they have at present. One who is somewhat familiar with schoolmaster politics may be pardoned the fear amounting to a conviction that the County Superintendents and City Superintendents of the State will not elect the best men, for the best men will not campaign for places; and inasmuch as there are many of the sort who will, there can be no doubt as to where the appointments will go. The introduction of this method of constituting the State Board will be a perpetual source of discord. The school forces of the State will war over it, and it will cause divisions where unity should obtain. It seems too much of a price to pay for the results that are bound to be worse than those we now get. The Polytechnic schools are a small body, and should not be represented as a class unless the regular High school is represented also. This provision alone is so unjust that it should defeat the amendment.

I am opposed to the last provision of the amendment, which gives to County Boards and County Superintendents exclusive control of the examination of teachers and the granting of certificates. The State Board should continue to safeguard the high schools. If it goes into effect, the high school teaching force will be so badly diluted in ten years that the present system will be destroyed.

What is proposed is to substitute for our present State

Board of Education, which has been a large factor in making California's educational system the best in the country, a cheaper and poorer kind of school management. It is proposed, and I am told on good authority by those who seek commercial advantage, to untie the bundle of sticks which the State Board has been, and so destroy its strength. The proposal is tantamount in my mind to giving up the school system of California. I propose to fight it as a menace to the education of the commonwealth.

* * *

The Functions of High Schools.

By P. M. Fisher, Principal Polytechnic High School, Oakland, Cal.

Three elements enter into the consideration of this topic:

1. The material received into the high schools
2. The length of time this material may be acted upon.
3. The end desired to be attained.

Let us consider these separately.

1. The general purposes of instruction in public schools is agreed to be that of preparation for citizenship. In the preparation for citizenship are involved the giving of information covering the facts of nature and of history, including the cultivation of the judgment to reason upon these facts—the resultant adaptability to circumstances and opportunities so that the student may make himself a useful member of the community. While the elementary schools may be considered as the first step or the first degree in attaining these desired ends, the secondary or high school may reasonably be considered as covering the second or third degree, preparing the average citizen for the field of adult life and action. In this view of the case, the first two years of the high school might be considered as the second degree, and the second two years as the third degree.

The high school covers the period of adolescence. This period in the early history of our country was devoted to the rugged discipline of the farm or to the regular apprenticeship to a trade, while to a comparatively few did it cover the period of academic or collegiate instruction. In the wonderful growth of the modern high school, an increasing number of youth have been attracted from the farm and the domestic

arts and the trades to the class rooms of the secondary school. In the nature of things, as it now appears, the attendance at the high schools will always be a small percentage of the entire adolescent population. Granting that the elementary school instruction closes with the fourteenth or fifteenth year of age of the pupil, the question of whether the individual is to remain in school any longer becomes an economic one. If the girl's services are needed at home, or required because of her wage-earning quality, and the boy is to learn a trade or begin a commercial career, then for these there is no secondary school opportunity; and these stubborn facts must be taken into consideration in devising any system of public instruction, because no compulsory law has as yet been adopted in this country which shall operate beyond the age of the elementary pupil. The high school curriculum is, therefore, prepared for the comparatively few, and its justification must depend upon two things: (*a*) The higher value of service that the student will give to the community in a general way, and (*b*) the increased efficiency, enabling the student who intends to follow a trade or enter commercial life to make up for the years lost to the regular apprenticeship.

When the wilderness was to be subdued and the world of opportunity seemed limitless, the ability to read and write and do simple accounts was considered ample preparation for citizenship. The struggle in the field and forest with the forces of nature and the discipline of the trade were depended upon to develop qualities of manliness and self-reliance, forming the basis of a solid, reliable citizenship. With the general distribution of wealth has come greater leisure, and the elevation of the standard and the widening of the field of public education. What was sufficient in school preparation fifty years ago is recognized as totally inadequate now. The field of instruction covered by a high order of grammar school today would have been recognized as preparation for college a half-century ago; so that students enter the high school today with a large fund of general information and greater adaptability to take up new subjects, although probably not so well prepared in one or two of the long-recognized fundamentals of a common school education. They have been offered glimpses of the world of culture as found in books and in art. The elementary school in this way has responded readily and amply to the general and widespread distribution of knowledge and has taken high ground. But it must not be

forgotten that these youths thus prepared have reached the age of from 14 to 17, and this fact must be carefully considered in the subject now under discussion.

2. The length of time students in the high school may reasonably be expected to remain there. If an ambitious parent desires his son to fill one of the so-called professions, he is willing even at great personal sacrifice to follow the lines laid down and put him through the ordinary high school course and fit him for college. If the parent is well-to-do and the son or daughter will not, in all probability, be required to earn their living, the cultural side of the high school and university education will be sufficient inducement. It has become more or less the fashion in certain circles to go to high school and college; but here again there is a very large majority to whom every year in the high school means a postponement of the day when they shall become self-supporting, and while ambition and social ends will induce the keeping of the son or daughter in high school to the very limit of the financial ability of the home, yet it must be borne in mind that the secondary school is not justified on the ground that it may afford social opportunities to the ambitious. Glance at the enrollment of any high school with which you are familiar, and with it contrast the very small percentage of graduates, and it will be at once evident what an overwhelming majority fail to finish the ordinary high school course—and this tremendous disparity is especially evident on the boys' side of the roll.

There seems also to be a natural stepping-off place in the high school course. As there is a large falling-off in the fifth and sixth grades of the eight-year elementary school course, so at the end of the ninth and tenth years of the high school course there is a large loss. Either the students find themselves unprepared or unwilling to undertake the new and hard tasks of the high school curriculum, or the situation at home and the demands for their services elsewhere are such that they quit. This tremendous falling-off puts the question up sharply to the friends and sponsors of high schools as to how the school may be made more attractive and more helpful. If the period of apprenticeship is to be postponed or foregone, if the girl is to be taken from the home and the domestic training that should be given there, then the State should furnish an equivalent in value to the individual, to the family, and to the community itself; otherwise the high

school is put on the defensive. It is not enough to say that the few who remain to the end and graduate become leaders, and that the price the community pays for this is not unreasonable; for how often do we see the reverse to be true, namely, that the real leaders in the community are those who have not even had a high school training? I submit, therefore, that the function of the high school should be to serve the many rather than the few.

3. *The end desired to be attained.* As there is a specific and well-understood aim in providing for the general system of elementary instruction, therefore in a situation where the State assumes high school education there should again be a clear understanding of what is desired to be attained. There is this difference, however, and it is determintive, that elementary instruction covers the non-productive period of the life of the individual; and the age of adolescence is universally recognized as the beginning of the age of productiveness and the distinct preparation for it. When adolescence is called from the home and the field and the shop, to school, and the State realizes that in the vast majority of cases these young people will inevitably find a place in the home, the field, and the shop, the curriculum should be so arranged as to amply repay the individual for this apparent loss of time in fitting himself for his probable work.

Therefore I affirm and maintain that the function of the high school should not be definitely to prepare for college; that its curriculum should not be arranged to that end; and that its justification must lie in what is done within the two or four years' secondary school life, without looking forward to college or to a university. I submit again that the course in the high school should be so arranged, and so directly preparatory to the needs of the students, that an increasing number may be attracted to the high school, both of boys and girls. It is of inestimable importance that the boy who should become a mechanic, a farmer, a draughtsman, should be associated as long as possible in school life with the boy who is preparing to enter a profession, or the girl who is going to school for the social opportunities that it may afford. The great leveling spirit of the common schools should be projected into the secondary school, and while many subjects should appear in the curriculum—some for culture, some with a vocational aim—it is important that these young people should be kept together as many years as possible under the same

molding hands for good and useful citizenship under the fostering care of the State. To speak concretely and directly, the boy or girl who desires or needs a commercial education should find it in the high school; at least, the beginning of the skill required in the draughting room, in the shop, should be laid in the high school. Under the general and beneficient scheme devised and supported by the State, no private school, looking to vocational training, ordinarily speaking, should have an opportunity to outbid the State or take the place of it. The young men who are to become the foremen in the workshops should get their prelimianry training in mechanics and in economics in the public schools. The great merchants of the future should have learned the principles of the counting room in the public high schol. The future attorneys, preachers, lecturers, and newspaper editors, should here have met as their equals in debate, when opinions are in the flux and attitudes being fixed, the young men who will preside and guide in the councils of the labor unions of the future. The functions of the high schools, in short, should be to prepare students, in so far as it can be done in two years or four, for greater fitness in the particular lines in which they shall serve through their lives, and they should be kept to gether under the same roof and under the same management; or if under different roofs and different managements, yet on the same acknowledged basis of equality—the keynote of instruction throughout being that each is to be fitted for a life of service to himself and his family, the community and the State—with equal opportunity according to preparation.

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How Can We Improve the Teachers' Institute.

PRESENTED BY EDWARD HYATT, SUPERINTENDENT OF PUBLIC INSTRUCTION.

Mr. Chairman, you give me the pointed question, "How Can We Improve the Teachers' Institute?", and to give an equally pointed reply, I say: *"By Improving the County Superintendent of Schools."* Now, do not misunderstand me —I do not mean that our County Sueprintendents are at a low plane, particularly needing improvement. On the contrary, I think they are a splendid body of men and women, the best and most practical that we have. By improving them, I mean trying to still further inspire them with Faith and Enthusiasm

and Determination to rise to their opportunity. That is the only possible direction to move, if we would touch the institute.

For the institute is the creation of the County Superintendent. He holds the purse strings; he chooses the time and place; he selects the people on duty; he makes the program. Therefore, he is entirely *responsible.* Let him never complain that his teachers are not *interested*—it is confession of his own *failure.* Let him not growl that the city teachers or the high school people do not pay *attention*—it is only a symptom that he himself has not understood his *job,* has not made use of the *opportunity* that a great people have placed in his hands. Let him not think for an *instant* that the institute as an institution is *"played out.,"* or that the plan of some other State would work *better;* because, in the first place it isn't *so,* and, in the second place, of *course* his institute is doomed to failure if he has even the *shadow* of such notions in his head.

He must have *Faith.* A month ago I met a fine teacher at an institute in the Sacramento Valley who had been teaching several years in a county where they never have intsitutes; her delight in the occasion, her zest for every feature, her *revelling* in the opportunity for meeting her fellows socially and professionally were *good to see;* it gave one *Faith.* We'd all see the point if *we had no institute.*

I have been going to institutes in this State for *many,* many years, and the best and most valuable one of *all the list* is one that occurred a very short time ago—only a few weeks. This gives me *Faith* that I would gladly pass on to others.

But though the institute is perhaps stronger than ever, and bids fair to be longer in the lead than either you or I, there are *kinds* of institutes and *features* of institutes that no California superintendent can afford to stand *sponsor* for nowadays, however well they served in the past. The institute where the superintendent employs as many lecturers as he can get for his money, selected at random from advertising circulars or from interested friends, and turns them loose on his teachers for four or five days of rapid and steady talk, talk, talk—that wont go any longer 'in California. We are *ahead* of it. The superintendent must use Brains and Ingenuity and Craft—he must study human nature, and play on it as on a harp. He must have *few* formal lectures. He must have a plan. he must select his helpers in *accordance* with that plan. He must divide up into *sections* so that his teachers have some *choice* of

work; he must *provide* for a group that is likely to become *uninterested.* He must organize discussions, exhibits, excursions, *diversions*—to lighten up the formal scholastic work, to give variety and life and *human interest* to the whole occasion. He must never choose a lecturer who cannot easily be *heard;* he must never choose one until he has heard him himself or has talked with some competent fellow-superintendent who has heard him; he would better not choose one who has *asked* for the job, or whose friends urge him insistently; he would better fight shy of *elocutionists* and people who want "a little time" on the program. It is an outrage to ask teachers to sit and listen to things that are given because someone has been pushed upon the program by personal influence.

This is perhaps as far into detail as one can go at this time, although a thousand other points present themselves. But I feel entirely safe in making this assertion, by way of closing: "Any County Superintendent in California has the power placed in his hands for a *splendid, useful, helpful, popular* institute; he has all the *money* he really needs; he has the teachers; he can get helpers and all the other essentials. If he does not *have* such a session, it is his own *fault.* He has in some way failed to do what he *could.* If he will go to work with Faith and Enthusiasm and Determination—with the same Faith and Enthusiasm and Determination, for instance, as what carried him through his last campaign—he will soon have an institute worthy of California, and his teachers will rise up and call it *blessed.*

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The Educational Value of Music.

Miss Ruth Royce.

In this brief discussion it will be my endeavor to discover what bearing, if any, the study and practice of music has upon the physical, the intellectual and the spiritual being; for to precisely that degree it will affect the educaton of the individual trained in its laws and methods.

Upon considerations especially obvious I need dwell but briefly. First, the intelligent study and practice of singing develops the speaking voice and improves the quality of tone and clearness of articulation. Recognizing this fact, skillful teachers of reading and vocal expression, even though they

have no interest in music as such, make large use of singing exercises in their efforts to promote the flexibility and increase the compass of the voice. The importance of full, resonant musical utterance, as an aid to success in life is by no means sufficiently dwelt upon in schemes of public instruction. Quality of tone and mode of articulation impress favorably or unfavorably, though it may be unconsciously, every ear which they reach. As significant factors of social efficiency they thus become important objects of educational endeavor.

Second, music cultivates the ear. The panorama of life is not the same for all. To one it unfolds itself as something commonplace and uninteresting; while to another it is an unending revelation of beauty and delight. In the one the senses are dull and unresponsive; in the other they are developed and cultured to perceive the finer and more marvellous harmonies of nature and of art. The loss of hearing is a privation which no one looks upon as less than a personal calamity. He whose ear is able merely to distinguish the larger differences of sound—loudness, softness, harshness, and the grosses noises which reach him—is deaf to much that is most pleasing and uplifting to the world. While he whose ear is trained to catch the finer distinctions of intensity and pitch and quality of sounds, has a vastly larger range of pleasurable and refining experiences; for there come pouring in upon him from out of all the universe harmonies of whose existence the other can never even be aware.

Third, the practice of singing promotes health. Voice culture means the strengthening and training of the vocal cords, the increase of lung capacity and power, deeper and more effective breathing, the quickening of the circulation, and consequent invigoration of the whole system. There seems to be sufficient evidence that correct use of the voice in singing tends both to render one immune from throat troubles and at a certain stage to relieve such disorders when they have developed; and every physician will say unhesitatingly that there is no better prophylactic against pulmonary disease than the singing gymnastic, provided it is hygienically performed.

But the educational influence of music reaches beyond the physical organism. That, under proper conditions, it has power to stimulate intellectual activity and develop mental capacity, cannot be denied. The efforts necessary to acquire ability to sing or play at sight compositions of ordinary diffi-

culty, as Principal Russell points out, call into requisition much the same powers of discrimination, comparison, and combination that are needed for the translation of a foreign language; while the possibilities of expression and interpretation afford a much wider field for the exercise of judgment, discrimination, and taste than any translation can furnish. But when to such exercise of intelligence is added the task of elaborating themes or developing *motifs* to express musical idea, it cannot be doubted that the training received is quite as invigorating to mental activity as that which is derived from the organization of ideas into the forms of written composition or oral speech. Of musical study it is, of course, quite as true as of any other that it is in the higher departments that the intellectual element predominates. All musical composition involves intellectual effort and in its more ambitious form it may become a means by which even the higher processes of the reason are called into requisition to formulate what is true and in accord with universal law. In the composition of the great musical masterpieces like Handel's "Messiah" and Beethoven's Fifth Symphony and Bach's masses there was expended no less intellectual power than was necessary to compose a Faust, to paint a Sistine chapel or to plan a Cathedral of St. Paul.

Doubtless it is true that the intellectual training afforded by the study of music is different from that produced by the study of science or of logic; and it may be true also that musical culture is powerless to develop mathematical or linguistic or financial ability. But the reverse is also true—the study of these subjects does not result in greater musical or artistic skill; and who is to say where the balance of credit lies. Said the squirrel to the mountain, "If I cannot carry forests on my back, neither can you crack a nut."

But whatever differences of opinion may exist regarding the value of the contribution made by musical study to the development of intellectual power, its ability to quicken and intensify the emotions as well as to elevate and refine the whole nature cannot be questioned. Music is indeed the most natural as well as the most adequate expression of the emotional nature. Historically it seems to have lain at the root of all culture, and the various steps in its development, as another has said, mark the "efforts of the human soul to come within its own—to express and fulfill itself." Feelings too deep for words and emotions, too intense for verbal phrase, unable to use the ve-

hicle which conveys ordinary thoughts, find expression in music. It is the voice of the oversoul—the means by which converse is held with the infinite.

Yet it must be admitted that all music is not wholesome and uplifting. If by its compelling sweetness good music wins men to nobility and virtue it is no less true that under the siren spell of the low and vulgar they are lured to destruction. Unless cultured to find satisfaction only in the best, bad music is capable of exerting a strong but corrupting influence. Of this fact almost daily observation furnishes abundant proof.

The educational bearing of this statement as well as the duty which it implies is apparent. "We must constantly distinguish," says Dwight, "between music, on the one hand, which awakens feelings wholesome, high, impersonal—music that is more allied to the intellect than to sense, enamored not with pleasure solely but with truth and beauty, as the *highest type* and *symbol* of the *highest truth*—and music, on the other hand, which is shallow, maudlin, commonplace, attractive only to the selfish, sentimental, vulgar mind."

Good music does not end with mere sentiment. Under its influence the entire spiritual nature is stimulated. Thoughts awakened by it react on feeling, and *lift it up,* as it were, to a point where it becomes resolution—a point at which the whole being acquires a unity of purpose which makes all paths seem easy, and even hardship pleasant. It thus becomes one of the most efficient of all agencies for moral training.

Moral education that does not involve the actual practice of the social virtues is seldom effective. In recent years steadily diminishing confidence has been felt in the efficiency of that method of ethical culture which consists solely in the learning of the precepts of morality. Rules and maxims of conduct, both known and cordially approved, are often without effect upon the course of action. On the persons of the most infamous criminals have sometimes been found printed lists of ethical maxims and codes of moral behavior, worn and soiled by frequent handling and reading. It is rather those agencies whose influence is more indirect and gradual, such as physical and moral cleanliness, wholesome associations, inspiring examples, artistic surroundings, healthful activities, and the cheerful performance of the day's duties, that we must regard as the more efficient means for the production of sound character, and the safest guarantees of sane and virtuous behavior. Of all such environing influences music is perhaps the most forceful.

The power of music not merely to stir the highest emotions, but also to strengthen resolution and energize the will is also universally conceded. Unlike worded exhortations to virtue, there is nothing arbitrary in its appeal. Its persuasive power lies in the fact that it brings the soul into harmony with the normal movements of a great controlling purpose and with the operations of universal law. Changes of resolve and increase of resolution caused by its influence are thus in accord with necessary spiritual laws and to that degree deep seated and permanent.

Hence it is that many of the noblest sentiments are almost inseparable accompaniments of music. It is for this reason that it is the voice of love and spiritual aspiration, and the chosen vehicle of expression of patriotism and loyalty. This is why it softens hardest hearts and smooths roughest natures; why it refines the neglected and reforms the depraved. It is the key to the emotional and volitional nature—the open sesame of the soul.

Thus, music may not find its highest educational value in the establishment of a claim that like mathematics or economics or any other science of utility can be estimated in terms of commercial equivalence. It is too fine, too subtle, too spiritual for such measurement. Neither can we point to any department of the being and say: "This is the appropriate field for the transforming power of music." For while it is promotive of bodily health and greatly enlarges useful sensory experience, it is not in the physical nature alone that we may look for its most beneficient effects. While it carries with it conscious culture of the memory and the reason, such culture is incidental and secondary. While it enriches scholarship and contributes to good manners and easy address, these do not represent its highest function. Though under its influence, frequently, resolution is strengthened and a fickle purpose is transformed into firm determination, the will is not the field in which its educational power may find freest exercise.

As education, in its larger meaning, knows no distinction of departments and faculties and powers of the individual, but comprehends the man in all the sweep and complexity of his nature, so the educative power of music centers in no single department of the being, but its influence is all inclusive and pervasive. It is the exhilirating atmosphere immersed in which all the vital and spiritual processes function most perfectly. It is a form of culture whose disciplinary force frees from un-

wholesome constraint all parts of the being and brings them into harmonious relations with one another and with the laws of God. It is a vehicle by means of which the inner life of the soul is transformed into outer expression as *action* and *conduct,* and together with its companion, art, more perfectly than any other human means gives to that expression beauty and harmony and truth.

Thus, is established organically the relationship of music to all education that is comprehensive and vital—education that means enhancement of power through co-operation with strong spiritual forces—education that aims for largest capacity and the highest forms of service.

WHAT THEY SAY.

LUTHER BURBANK: You can never bring up a child to its best estate without love.

"UNCLE JOE" CANNON: No one can strengthen the legs of a child by walking for him. Each must shinny on his own side.

CHARLES B. AYCOCK: The taxation that goes for the upbuilding of the public schools is the very freedom and liberty of the people.

SUPERINTENDENT M. A. CASSIDY, *Lexington, Ky.:* The wise teacher will break down the artificial divisions in arithmetic, and teach it as a related whole.

DR. G. STANLEY HALL: May we not reverently ask, what shall it profit a child if he gain the whole world of knowledge and lose his health, or what shall he give in exchange for his health?

MRS. J. L. GAYNOR, *St. Joseph, Mo.:* Music should stand in the educational plan where English stands. If taught properly in the school it will benefit the pupil. It should be taught to be spoken, written, and read.

SUPERINTENDENT S. R. SHEAR, *Kingston, N. Y.:* There is a strong tendency in these days to place too much responsibility on the public schools. The school, without the co-operation of home and church, can never produce a high state of civilization.

OFFICIAL DEPARTMENT

State Board of Education

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J. F. MILLSPAUGH.....President State Normal School, Los Angeles
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ALEXIS F. LANGE.....
....Professor of Theory and Practice of Education, University of Cal.
SAMUEL T. BLACK.....President State Normal School, San Diego
FREDERIC BURK.....President State Normal School, San Francisco
EDWARD HYATT, Secretary of Board.....
.....Superintendent Public Instruction, Sacramento

Little Talks by the Way.

(Under this head Superintendent Hyatt will try to give some account of what he sees and hears and thinks in traveling about officially among the schools of California. It will be somewhat hasty and ill-digested, being jottings on the road. It will deal with personal experiences, and so may look egotistic. It will be subject to frequent change of opinion, and will seem inconsistent. It is done as a free and easy means of communication between the school people of the State and the central school office. If it provokes retort or comment, that will be printed, too, provided that it be brief and interesting.)

Commencement at Fresno

The Fresno high school held its graduation exercises in the Barton opera house on the evening of June 11th. Principal Olney presided. The class of 43 members were seated on the stage. The music was furnished by the high school orchestra and it was just as good as anybody's orchestra. The orator of the evening was President Burk of the San Francisco normal school. His theme was "Civic Patriotism." It was a caustic, witty, sarcastic. pessimistic arraignment of present and past generations for their follies and extravagances of government, followed by a vigorous picture of the Roosevelt policy as the patriotic path for the future to follow. The address was printed in full in the Fresno Republican next day. It was a brilliant piece of work and it reads as well as it sounds.

Of the 43 graduates 26 were girls, 17 boys. None of the students came before the audience with essays or orations; the

program consisted of music, the address, and presenting of diplomas—no more. The flowers and presents for the graduates were piled up at the footlights, a cord or more, but were not publicly presented. The owners claimed them upon dismissal.

*
* *

This Leads Me to Think That

This lack of public recognition, this obscurity surrounding the gifts to the graduates from their parents and friends is a good thing. We can admire the love and loyalty and pride in their offspring that leads people to reward them publicly on their graduation day by lovely gold watches, handsome books, splendid baskets of flowers, necklaces and what not. The ceremony of presenting these things amid the plaudits of the admiring multitude is a pretty one, spectacular and altogether charming. But we must not forget that the public school is the rightful home of *all* our people, and that among our people must always be many who cannot have gold watches on graduation day. Hell hath no torment like those of the sensitive child who is publicly *slighted* before his mates—whose clothes are poorer, whose flowers are cheaper, whose gifts are conspicuous only by their absence. That makes deep and painful and poisoned wounds that are felt for fifty years to come. True, they ought not to feel so; and it doesn't show in the public function. But it is a cruel fact nevertheless; and I regard it as a humane and patriotic thing for the high school officials of this State to do all they can in the years of the future to prevent the pecuniary inequalities of their students from showing forth to their assembled world on graduation day.

*
* *

Grammar School Graduation

Next day the Fresno grammar school held its commencement at 10 o'clock in the morning in the auditorium of the Washington school, in charge of Frank H. Lane, the principal. County Superintendent Lindsay and City Superintendent McLane were in attendance. A splendid address was given by Senator Cartwright of Fresno. The graduating class numbered 140, and was really about 200, since a mid-year class

also was graduated. The girls were all dressed in white, with red letters "08" on their arms. None of the pupils took part in the exercises except to sing in the numerous songs and to receive the diplomas. The giving of each diploma was greeted by a vigorous burst of applause from the audience—140 bursts, with two or three extra for good measure.

Hearing the names of the graduates, one is struck by the cosmopolitan character of the people of Fresno. Here are a few: Hranoosh Davidian, Pong Lee, James Dougherty O'Grady, Milka Popovich, Avis Servaty, Eloise Reiss, Frank Luckensmeyer, San Michaelian, Cleone Schmitz, Dora Forshee, Mary Preuschoff, Edna Sahm, Jennie Hansen.

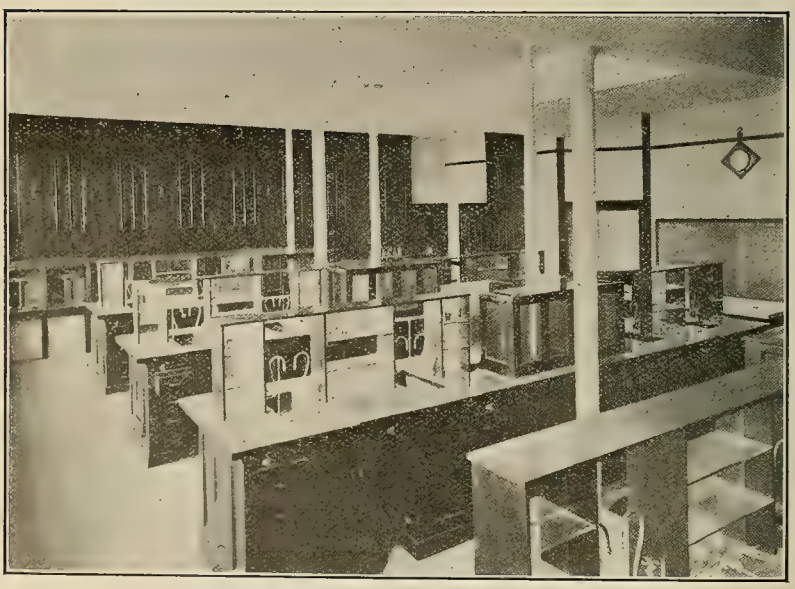
Many nationalities are represented—Chinese, Negro, Turk, Irish, German, Armenian, Italian, Scandinavian Missourian. Superintndent McLane told me he had one room of 35 pupils wherein 15 different nationalities were represented. Fresno being an interior county, we would not expect such a diversity of races. But her products are diverse—raisins, wine, figs, lumber, oil, dairy products, metals—and they draw diverse peoples to handle them. No finer example can be found anywhere of the real function of the American public school—the place where children from all the world are taken in and taught to live together, to understand each other, to grow into good citizens together.

* * *

A Beautiful School

The most elegant school I have ever seen is the new high school at San Diego, dedicated last month. It is built of solid granite, and cost $200,000. Its architect is F. S. Allen of Pasadena. Its outside appearance did not strike me as so remarkable as did the inside richness of equipment. The doors and woodwork are of polished mahogany, the heavier ones being of massive oak. The laboratories, lecture rooms and class rooms are fitted up regardless of expense; nothing that could add to the efficiency or attractiveness of the work has been omitted. Slate and marble slabs have been used for desk tops in the laboratories; the lecture rooms are fitted up with photographic apparatus and stereopticans. The whole plant is said to be more thoroughly equipped than any other school west of the Rocky mountains. The accompanying pictures will give some idea of it, perhaps.

WEST TOWER, San Diego High School.
F. S. Allen, Arch^t. Pasadena, Cal.



CHEMICAL LABORATORY, San Diego High School.
F. S. Allen, Architect, Pasadena, Cal.

South Entrance, San Diego High School.
F. J. Allen, Arch't. Pasadena, Cal.

Final Examinations

I have been in two or three schools lately in different counties where the pupils and teacher did not seem to be accomplishing anything. Somehow they didn't seem to be really in earnest, or really *trying* to accomplish anything. They were merely going through the motions—only marking time.

Why so?

Inquiring, I found that the County Board of Education had already been out and had given the final examinations, and that the remaining week or so of school was only a farce. The eighth grade was nearly all absent. Their work was over. The soul of the school seemed to have departed. They were all waiting listlessly for the last breath. After whistling to myself for a while, in hopes to raise a breeze, I fell a-wondering: Was this kind of an examination a good thing for this school? Did the children get enough benefit out of it to pay for the cost of two full weeks of school? To be sure, it is well to test the work—a good thing for the County Board to find out just how their course of study works out in practice. But isn't two whole weeks of worse than waste of time too high a price to pay for what the children got out of it? Is this whole thing managed in a sensible, business-like way?

My own guess is that a County Board can find out all it needs to know in about one day of examination, and that the last day of the term, or the one next to the last in case the youngsters need a picnic on the last day of the school.

True, the Board can't give an adequate examination in all the branches in one day. Well, what if they can't? Will any great damage be done if they are only examined in four branches this year by the County Board? Don't take yourselves too seriously, good friends. After all your days and days of examination are over and all the results laboriously tabulated, what then? You have no real, vital test after all—you are obliged to depend on the judgment of the teacher and your own common sense when it comes to the point, and not on what the youngster has or has not put down in his papers.

Yes, I know. There are difficulties and objections without number in the way of any plan we can devise for doing this work. It is the business of the County Board to decide what will be best for its own county. But this is always a fair question for anyone to ask, and one that the Board should ask itself at least once a year: *Are we following an economical and business-like plan for finding out when our children are able to do high school work?*

Off to the N. E. A.

While writing this I am getting ready to leave California on the 22nd for the National Educational Association at Cleveland, Ohio, June 29th—my first trip East since arriving in California more than a quarter of a century ago to apply for a remote country school at $55 per month. I got the school all right and taught it to the end—of the term, not the school—and was offered the same place for the next year—at the same salary. 'Twas more than I was worth. Excuse this emotion while I wipe away a retrospective tear and get my suitcase packed. The next paragraph wil perhaps be written many miles away, amid the humid, frozen, cyclone-thunder-and-lighting infested atmosphere of the effete East.

* * *

Advanced Arithmetic

It is the duty of the State Board of Education at the expiration of a contract to either renew it or make a new one. When the Board prepared to do this it found that there was on hand in the State Printing Office some 50,000 copies of the book now in use, representing in the cost of manufacture nearly $20,000. These books were ordered by the Text Book Committee in 1905. At the rate of sale for the past two years they will last for nearly two years into the future. That is, long before the present administration came into office, enough arithmetics were manufactured ahead to last about as long as the administration itself does. The first thought is that this was intentional, and done for someone's selfish interest. I have seen nothing to point to that, however. The first year's sales of that book were very large—nearly 100,000 copies. With that in mind the advance order was made; but the later sales fell off. It is difficult or impossible to see into the future.

All this illustrates how slowly these things work and how long it takes to produce visible results. There is as yet no text book in use by the schools that the present administration is in anywise responsible for. The first that we had any hand in making will be the advanced Geography, which will be out perhaps by Christmas—more than two years, more than half the term, after election.

* * *

Relations with Book Men

The State Board of Education is considering an interesting

question—that of its own relation to the publishing houses and their agents. A committee of three has been appointed to study the matter and make a report. One party holds that the Board, its Text Book Committee and its Readers are in the position of judges and should hold themselves entirely aloof from any personal dealings, any friendships, any contact, with the interested parties in the case—the persuasive salesman, with pecuniary interests at stake. Another party holds that such proceeding is not business-like or wise. They say one of the best sources of information about books is the agents whose whole business in life is to handle them; and that it would be be very impractical and foolish to withdraw into a shell and shut off the real, active, business world from the whole matter.

Plenty of things can be said on each side in this contention. When any result arrives, I'll chronicle it.

* * *

The Public and the Policeman

An interesting communication came to this office two or three weeks ago, in the form of a resolution adopted by the International Association of Chiefs of Police. This organization held a convention at Detroit during the first week in June. The resolution was offered by the Cleveland chief. It commented at some length upon the unfortunate and unjust way in which the familiar figure of the policeman is made the target for the cheap wit of cartoonists, newspaper jokes (sic), vaudeville "artists" and the like; deplored the fact that society in general seems to have adopted in great measure this half jocular, half contemptuous view; called attention to the fact that children learn from their elders to hold lightly not only the symbol and guardian of the law, but law itself, to the injury of their own character and citizenship, and to the hurt of the nation; and after defending the courage and devotion to duty of the body of police of the country, closed with the resolution to communicate with school boards and superintendents in all cities having Chiefs of Police, in the endeavor to have the children taught to respect the policeman as one to whom respect is due.

* * *

Beware. Oh, Take Care

This thing of getting married seems to me a contagious malady. I should suspect that the microbe might be communi-

cated by the notorious insect, the kissing bug, in some such way as the mosquito carries malaria. Only a few weeks ago the text-book clerk in our office married a teacher from Bakersfield; and already I am obliged to write this paragraph laboriously by hand with a pen because our stenographer became infected and is now out getting married, too. His name is Arthur M. Cleghorn. He is a graduate of Pomona College, and a fine fellow. While he was an undergraduate at Berkeley he met Miss Emily Gilbert of Philadelphia, who happened out to visit some California friends. They have never met since, but now, strange to say, she has started west and he has started east and they will encounter each other somewhere along the line. I have warned him solemnly and repeatedly, that it is a very dangerous thing to risk marrying anyone but a California teacher. But he seemed so "sot" in the matter that I had to give it up; wherefore I don't feel responsible for the results, but leave the whole thing in the hands of Providence.

By the way, President Dailey of San Jose told me an interesting thing the other day. He sent 15 graduates last year to teach in the schools of El Dorado county, and at the end of the year the County Superintendent was obliged to report that 13 of the 15 were married!

Isn't this an appalling mortality? Talk about decimating the ranks! Here is a loss of nearly 90 per cent!

Steer clear of the El Dorado kissing bugs, my children.

*

* *

Normal Commencement

At the San Francisco State Normal School took place on the evening of June 19th, in the auditorium of the new building. This building is located near the corner of Buchanan and Herman streets and cost $150,000.

The exercises were of a new and unique order, consisting of symbolic marchings, singing songs, taking vows and carrying out a ritual in the formation of the California State Educational Guild. The guild consisted of three degrees: First, the undergraduates of the school, dressed in flowing grecian robes with green borders, and white bands in the hair; these were seated in a great circle, in the center of the hall; second, the graduates of the school, dressed like the first degree but with gold borders to their robes, and seated round the circle just inside the first degree; and third, dressed in purple robes with

chaplets of flowers. In the center of the circle was a raised platform, on which was seated a little girl and little boy. About the platform a great star was painted on the floor. The exercises consisted of marchings about this star, of vows and songs to the children of the state as represented by the two little ones.

The ceremony was so long and so complicated that I can only hint at it here. It was followed by happy little speeches from the president of the school, John Swett, Judge Denson, Secretary Dinkelspiel, Senator Wolf; and by the awarding of diplomas to the 44 young ladies who made up the graduating class.

School Folks Magazine Department.

T. W. SPAULDING, Editor.

Giving the Boy a Chance.

In these days of Trade and Agricultural schools no boy needs to complain of lack of opportunities. Opportunities of training for useful Citizenship in every department of human activity are abundant on every hand, and in many cases they may be had for the asking.

It is along just such lines as these that the vast resources of our Country, now hardly touched, will develop. And it is encouraging to note how willing and ready many of our boys who before were counted as burdens to our Commonwealth have grasped at these opportunities, and today are counted as the very best Citizens in the Community of which they dwell.

And now that we have discovered that the Country and not the boy was to blame for all these long records of misconduct and crime recorded yearly in ever increasing volumne in the Court Calenders, we may rest assured that they will from now on decrease. And I thoroughly believe that the day is not far distant when the very ground where now stands our State Reform Schools will be the seat of our greatest centers of Art and Craft development, and the self same boys who once found shelter in their walls will lead the truer and more manly host to a better and most lasting Citizenship.

We have much to be thankful for that conditions such as these are realities where once they were mere dreams in the minds of our now long departed heroes. And it is on such foundations as these that the strength of our Country will rest more securely as her wonderful development goes on.

Western School News.

Meetings.

The California Teachers' Association will meet at San Jose December, 1908. Fred T. Moore, Alameda, President.

Northern California Teachers' Association, Marysville; F. E. Freeman, Yuba City, Cal., Pres.

Southern California Teachers' Association will meet December, 1908, at Los Angeles. Duncan Mackinnon, San Diego, President.

National Educational Association, Cleveland, Ohio; E. G. Cooley, President, Chicago; Irwin Shepard, Secretary, Winona, Minn.

NOTES

The National Education Association at Cleveland was a great success both as to members and enthusiasm.

The Summer Session of the University of California, under the auspices of Dean Rieber, is well attended.

Ex-Supt. Cox of Santa Rosa has been elected principal of the San Rafael High School.

The Oakdale Union High School had a fine celebration at the laying of the corner stone of the new building. Hon. L. W. Fulkerth delivered the address.

Principal Monteith of the Santa Barbara High School has resigned.

Duncan MacKinnon, City Superintendent of San Diego, has had his salary raised by the Board of Education from $2,400 to $3,000 per year.

Geo. B. Albee, principal of the Eureka High School, has been elected to succeed D. L. Thornbury as city superintendent of Eureka.

Paul S. Ward of San Jacinto has been elected principal of the Red Bluff Schools. Prof. Ward and his excellent wife will be quite an addition to the social and intellectual life of Red Bluff.

Miss Ednah Rich, the head of the Anna C. S. Blake Memorial School, is in London attending the International Art Congress.

Dr. E. C. Moore, City Superintendent of Los Angeles, will spend his vacation in the city of Mexico.

Prof. E. H. Walker who has so ably conducted the Hanford Union High School for fifteen years has resigned. The students presented him with a handsomely carved silver desk set.

Wayne P. Smith has been elected principal of the Redlands High School, vice L. B. Avery, resigned.

C. C. Childress has resigned the principalship of the Kern County High School.

Miss Agnes Elliott, instructor in History in the Los Angeles State Normal School, died June 18 as the result of an operation.

A slight innovation in the work of the Pomona schools has been planned by the board of education when at a recent meeting it was decided to keep open the Sloyd and Domestic Science departments.

This action was only taken after the matter had been submitted to the pupils themselves and 153 of the boys in the Fifth, Sixth, Seventh and Eighth grades expressed a desire to continue the Sloyd work this summer and 115 of the girls in the same grades said they would like to continue domestic science.

The work will be begun on Monday, June 22nd, and will continue at least one month, probably two months. Essentially it will be the same as taught during the regular school year, yet the pupils will not be expected to do so much of the grade work. They will be allowed to make articles for themselves to be used at home or as they see fit, and in this respect it is exceedingly practical.

The plan is an effort to give the children of the city every opportunity along the line of a practical education. The fact that so many of the pupils in the middle grades asked that the work be continued during the summer speaks for the two departments which were introduced in the local schools only a short time ago. Small boys learn how to make useful and ornamental pieces of furniture for the home, girls learn to sew and make their own clothes, and this training is worth dollars and cents to them during the rest of their lives.

A NOTABLE SCHOOL.

The Anna S. C. Blake Manual Training School, the first on the Pacific Coast, was established in 1891 by Miss Blake.

It is not a technical school, for most of its work is with grade classes, but its graduates, grammar school boys and girls, have interesting records as university men and women or as good workers in their chosen trades or professions.

Two delightful pleasant buildings with ideal equipments enable the young people to do good work and give Normal students unequalled opportunities to observe the results of this valuable and important subject in the school curriculum.

The work has been an integral part of the public school system in all grades from kindergarten through primary and grammar grades, with certain subjects taught in the high school for many years, and is an unqualified success.

The buildings and equipments are all that careful thought could make them, and the standards of work in each department give the school its rank among the best in the country.

The teachers in each department are specially trained for their

work, and the whole is under the direction of Miss Rich, who has been with the school since its first inception.

The Board of Education inaugurated the normal work in the summer of 1906, to carry out Miss Blake's wish and to meet the constant demand for Normal training. Pupils who have taken the training in this school are holding positions in the State Normal School at Chico, California; State Normal in Idaho, in the public schools in New Mexico, and in Long Beach, Los Angeles, Santa Barbara and other cities in California.

Further information, application blanks, and a printed list of boarding places will be mailed on request. Applications accompanied by references should be filed with Miss Ednah A. Rich, principal, as early Notice will be given of acceptance.

MISS EDNAH A. RICH,
Principal..

NELS OLSON.

Nels Olson, who for many years was the head of the book department of the Whitaker & Ray Co., is dead. He died on Tuesday morning, June 30th. Mr. Olson was well known to all the readers of the "Journal," and had many friends among the teachers and those who loved books. He was a faithful friend, a loving husband and father and a good citizen. His life was full of sunshine and cheerfulness. The charm of his personality was in his kindness, thoughtfulness and loyalty. Those who knew him in a social way loved him. Those who knew him in a business way loved and honored him. Those who knew him in his family relations loved him, were devoted to him, and all who knew him will cherish his memory. His sweet spirit like a benediction, is over his friends and life—with its cares and worries—is not so enthralling to his friends—since Nels Olson passed over.

BOOK NOTES.

The teaching of language in the grades has an importance that is not always recognized. "Language through Nature, Literature and Art" is the simplest language book yet issued, and is intended for use in the third and fourth grades of public schools before the study of formal grammar is begun. It is carefully graded and presents only the necessary facts for simple and correct writing.

It is a Language Book throughout, but the work is based on the

three subjects of Nature, Literature and Art in such a way as to give the book special significance. In addition to the work in language there are three distinct courses of study in the book.

First. Language is taught through a definite course in Nature Study, which provides work for the four seasons.

Second. There runs through the book a very simple and suggestive course in the study of Literature. Much of the nature work is based upon poetry by Frank Dempster Sherman, Celia Thaxter, Helen Hunt Jackson, Robert Louis Stevenson, and Henry W. Longfellow, and other verse writers for children.

Third. The book presents an organized course in Art. Scattered at regular intervals are twelve reproductions of famous paintings, and accompanying these are "picture studies" in the form of suggestive and interpretive questions.

The book contains 157 half-tone illustrations, many of which are marginals that decorate the book as well as illustrate it. Typographic- as possible. Notice will be given of acceptance.

The book stands alone, and can be used as a preparation for any series of language books on the market.

Cloth, 238 pages, 45 cents. Rand McNally & Company.

WHAT THEY SAY.

SUPERINTENDENT V. L. DAVEY, *East Orange, Mass.:* Unless the teacher is kind and sympathetic, the good will of the pupil is not secured, and firmness seems like severity, justice like spite, and watchfulness like spying.

SUPERINTENDENT J. A. WHITEFORD, *St. Joseph, Mo.:* Because a pupil is slow to learn is no assurance that he may not later become a thorough student and a broad-gauged man. Many of the best men of the country were boys who disliked study and who were classed as dullards.

ELMER ELLSWORTH BROWN, *United States Commissioner of Education:* Our modern life is making more of the intervals, and with the shortening of the hours of labor they will fill a still larger place. It is in the intervals that we play, and if we play well, the intervals will count not for death. . . . Play counts for morals; for it is in our play that we choose things according to our character, and by choosing we make our character.

This is the Official Journal of Education. The law requires that the Clerk of the school district file it with the teacher before the end of each month.

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The Western Journal of Education

AUGUST, 1908

Educational Need of the Day

BY J. R. HANLON, M. A.

We are living in a time of educational unrest in the search for something which will better meet the urgency of the requirements imposed upon us in the stern fact of living. Existing methods are found lacking in that practical feature which provides for actual everyday life. The bread and butter issue is of primary importance, irrespective of any finely-spun arguments to prove the intellectual superior to the physical. It is not a question of superiority, but of actuality; the stomach is the seat of life. The demands of the flesh are imperative and must be supplied; here is a fact which must be faced, theory to the contrary notwithstanding. Refine things as we may, we must eat to live. It is not whether this order of things suits us or not, we have here no say; it is ours to so shape our course as to conform to the requirements of the conditions confronting us. It is not whether we ourselves would have done better had we the doing, but, having no power to undo, what are we going to do about it? We are not being consulted as regards what we want, the facts are given. How shall we meet the case? It is the height of folly to formulate a line of action not consistent with the limitations imposed upon us in the attempt to follow it out. We are circumscribed by the environments of the physical, and the mental must accommodate itself to the situation, or, refusing thus to conform, bring upon the man disaster. In the proper order of things the intellectual development of the man has ever had in view his physical well being. Any method not so adjusted is lacking in that essential quality which provides for the requirements of the man in all his different phases. That plan succeeds which regards our entire makeup; anything else must fail. Any educational system, to be thoroughly effective, must get down to where we live. We are anchored to the earth, and only those things appeal unto us which live with

us. High flown theories may revel among themselves in eternal sunshine above the peaks, but our home is here in the vale beneath, where storms gather and mists obscure. We must be prepared for tempest and cloud-burst and midnight darkness or we are undone. Give us that which will equip us for fighting, for fight we must.

Adaptability should decide the direction of effort; to be industrious in wrong lines of action is to fail in adequate accomplishment. Energy is wasted in that for which we have no natural aptitude. Barren and unfruitful is misdirected labor. Nature's law has inexorably decreed the condition of success; action directed in conformity with her gifts. She is jealous of her bestowals, and it is presumption to trifle with her generosity. Our only chance is in the development of that which she has already given us; let us not hope for further favors. Lamentable indeed is the case of him whose talent finds no adequate means of cultivation, for herein is his sole capital, which lying unproductive brings upon him bankruptcy. Of what real value is an education which has failed to discover wherein only the boy can be duly educated? So often is a talent covered up in the rubbish of an acquisition which avails the student nothing. Let us hunt about and find out just what the boy is cut out to do, rather than cut out for him something he cannot possibly do; let the task imposed be such as to make possible something other than a botch. Our schools are turning out sorry specimens, not because the material was not there to work on, but simply because it was wrongly worked on. Our educational workmanship is at fault. The raw material is all right; it becomes marred in the handling. White pine in its way is as valuable as is mahogany; the point is, they have not both the same way; the chisel stroke which gives beauty to one will split the other. If we cannot obtain a work of art in hard wood, let us at least get something in soft material which is not a flimsy, tottering patchwork. This working for high art is spoiling a lot of good stuff. It is surely better to produce a number of things which can stand up than one lone thing of beauty which flies. The chosen few may indeed flock by themselves, but what about the common run? Are they to grovel that the elite may soar? That educational system certainly is at fault which in the keen scent after the one ruthlessly thrusts aside the nine. The people have their rights, and let them stand for their prerogative. Your child is as good as is the other man's, and insist that he shall have an equal chance: he is not

to be elbowed into the corner that the other fellow may have the whole floor for his promenade. It should not become a matter of the few cutting a wide swath, but of the many making a respectable showing. The people shine in their respectability, and not in the dazzle of a few bright lights: it is the daylight of education that we need and not the beacon light; all other lights are extinguished in the effulgency of the sun. We need that universal culture which bestows upon society that degree of enlightenment which enable it to behold the dazzling individual without blinking. Give us that education which erects not pedestals, but exalts all to a lofty plane: let us look along the level and become a pride unto ourselves and cast our eyes upward less. Let the individual become lost in the whole, and not so over-top us as to appear a giant among pigmies. Let our education be an under power to uplift the whole common level and less an individual stretching machine. Beauty lies in the regularity of perfection, in just proportions; undue emphasis begets deformity: let us in education have more architecture and less steeples. Let proper proportions be the object rather than the mere height of individual parts.

Our educational system is too much of a culling process. We should note well in elimination what is being eliminated. In sifting we should see that the meshes are not unduly large, for otherwise we may lose that which it might well afford us to retain, for kind should count for as much as size. It is dangerous to decide upon what shall pass muster, for this, to a great extent, is a matter of opinion, and impressions are fallible, while facts cannot fail. He, who becomes a censor should tremble at the responsibility he assumes, for he undertakes to decide upon that which perhaps shows no evident token of what it truly is, for what a thing may become is often hidden far beneath what it outwardly shows. Promise is often so subtle and illusive as to escape the closest scrutiny, and therefore how criminal to destroy that which in seeming gives no sign of its greatness in possibility. If our premises are false our deductions may prove disastrous. If our observations be true, logical reasoning thereon will produce just conclusions; but let us be sure that we are right to begin with, that we may not conclude wrongly. It is easier to misunderstand the boy than to understand him: the true nature runs deep and does not ripple on the surface; he makes a mistake who draws conclusions from shallow manifestations. Essentials must be searched after; accidents alone thrust them-

selves upon us. When it comes to your pupil, teacher, beware of your first impressions, lest, wrongly influenced by these outward indications, you incorrectly judge of the inward conditions. You can comprehend him justly only after the closest study; trust not to the flash light; turn on the X-ray. Here is where we so often miss it: we read as we run and classify accordingly; in our zeal to get at things we forget that some best things are not so easily gotten at, and in too implicitly trusting to the hasty glance fail to uncover the hidden realities. He only is worthy of trust who doubts his trustworthiness, for we are all on thin ice and he who knows it, in the knowledge, treads carefully and wisely, while the other man in his bold confidence breaks through. The wise man is slow to form opinions, for a true position is held only as the result of careful reasoning, such as is long sustained, probes deep and weighs accurately. He who jumps at conclusions fails to realize of how great moment is a just opinion, and in his headlong leap may be plunging over a precipice. Too many teachers go at it blindly, though trusting to the acuteness of their perception. We need those who do actually see, and thus, knowing the delicate position they occupy, realize the absolute importance of feeling their way and the danger of rashly jumping into things. Give the pupil the benefit of a sound judgment, keen insight and the closest scrutiny, together with loving sympathy, in deciding upon his case, for upon the decision hang great issues. Let no mistake be made where a mistake means irreparable disaster. May we not flippantly approach that which is hallowed. He is on holy ground who essays to shape the destiny of a human being, and well may we tremble in the significance of the responsibility. With highest meaning indeed is the teacher's calling fraught; he who trifles commits a profanation.

Where responsibility is heaviest duty is most exacting. Failure in performance means most where performance signifies most: he who in doing does great things; failing to do, commits damage no less great. It behooves us to understand well the full meaning of what is expected of us, that we may duly comprehend the extent of guilt in the delinquency. In proportion, then, as we are accountable, to that same degree should we see to it that we are qualified for a good accounting. Ponder well upon the significance of what you would attempt before putting your hand to it. There is no excuse for a miscalculation; it is ours to know before we essay to do. He who would instruct the youth assumes a responsibility than which

there is none more weighty. Let him not undertake lightly that which should weigh so heavily upon him. To accomplish well here means the bestowing of the greatest good, whereas, failing herein, we commit the gravest evil. Makeshift teaching is criminal; it is tampering with that which in its delicate mechanism needs the gentlest handling; it is fumbling with that which in its nicety answers only to the most skillful touch; it is experimenting where failure signifies irretrievable loss; it is gambling where all hinges upon one throw of the die. An impression is a mere toss-up, and that teacher who is governed thereby makes human destiny a lottery. Know the pupil that you may not trifle with eternal verities.

Symptoms are but surface deep and uncertain; that you may not be baffled, know how to use the knife. We need more surgery in education; more skill to get at things which do not crop out. There is too much classified dosing; let us have more individual treatment. It is important to know the ailment before we concoct the medicine. Be sure of the diagnosis that you may not poison the patient. The household remedies may be all right for common cases, but what if the patient does not happen to have either the measles, croup or mumps. Here is where the trouble is: we have in education too much kitchen doctoring; Squear's treatment. This lining up for cough syrup where there is no cough is hardly a classification with justification; but of course all must be classified, whether the dose kills or cures. Educational panaceas certainly cure a great many of all desire to partake of them. Find out what the pupil needs, otherwise you will surely nauseate him with that which he is unable to assimilate.

Nature has determined of what we may partake with benefit, and our natures are individual, each peculiar to itself, and not of universal mould. A universal plan therefore must fail where only special application can avail. Our education is of a type, and too often our individuality is lost in conformity thereto. If we are educated so as to become other than nature has ordained it, our life becomes automatic and our actions lack that spontaneity which can give to them that only genuine impulse which urges to success. His nature must be back of the man to impel him onward, else he must fall short of the goal. We can reach our intended destination only as our zeal is kept aglow by that fire of inspiration enkindled within the man as nature ordained him. We are strong to endure the fight in the knowledge that our destiny

is the champion by our side to sustain us in the struggle. Success will be to every man whose guardian angel abides with him. Let us see to it that we so educate as not to leave the man alone; let us follow up nature, for she only can show us the way to success. Away with educational conventionalities; let us fasten to actualities; and nature is our sheet anchor. We need to make an examination of ourselves, and in the knowledge of what we are by nature's decree, so plan our development in conformity thereto as to make of ourselves what we were intended to become. That education is a failure which fails of this consummation. If in what we are we discover less than what we should be, our development is at fault, and we become a disappointment unto ourselves. Give us the education which satisfies; contentment lies along lines of our natural bent; as we are conscious of progress are we happy, and there is no real advancement unless we follow in nature's trail. She has blazed for us a patch; give us that education which keeps us in the way. We have no right educationally to mark out courses; it is the provence of our schools to furnish facilities of advancement along paths preordained.

He who is on the right road intellectually is inspired to push onward in the knowledge of expanding strength. The stimulus to action is to know that the effort put forth is conductive to growth. He who is conscious of development experiences that delight in the labor involved which is the sole incentive of his endeavor. It is easy to do that which we find pleasure in doing. Work for work's sake is industrial nonsense. The enjoyment we experience in the laboring keeps us steady to the task, and nothing else will. That which is drudgery very soon disgusts, and he who becomes disgusted, quits, and no appeal avails. That argument is fruitless with the boy which through long-drawn out industry promises in the dim distance a bright and shining future, if while he labors now in the presence he sees not one faint glimmering of light. Human nature must be coaxed up to things; it belongs not to youth to reason abstractly; he clings only to the concrete. A far-off benefit in the hazy beyond concerns him not in itself. Delight him in the pursuit of it and in the enjoyment of the chase he will acquire it, not because of itself but simply because of the pleasure he is having in the seeking. He has not labored for the prize, the reward has come to him while he has been enjoying himself. Finger boards are of little use in education; the boy does not care so much whither he is going

as what he is getting out of it while he goes. The sure way to have the pupil reach high things is not to have him fix his eyes aloft, but to please his footsteps while he saunters upward. Teacher, find the talent of the boy; industry directed here will surely uplift, for here labor becomes to him delight, and it gives him sport to climb. Alure the boy by catering to his intellectual tendencies, for only thus can you secure a steadfast hold; that grip is strong which fastens to nature; you keep the student steady to the course if you guide him along ways which nature has designed him to follow; keep him to the trunk line and he is safe; side-track him and he jumps the rails. Find out where the boy is naturally bound for, otherwise he will never reach a worthy destination and is very likely to become ditched; so many are in the mud simply because our educational system has switched them from the main line. Determine first the direction in which the boy should move, else he will surely bring up disastrously. Give the boy a chance to go whither nature beckons him; any other leading he will not willingly follow; he either bucks or balks or grudgingly goes; in any case he is a failure, for it is just about as well to stop outright as to be pulled along.

We need teachers with warm hearts; a cold nature is foreboding and repelling. Sympathy in our struggles affords an incentive to keep struggling. As the heart is more open to affection the mind becomes more receptive and responsive, more open to instruction. That teacher inspires the pupil with a two-fold motive, whose good-will by kindness he has acquired, for it becomes his delight to please no less than his ambition to learn. He imparts the more instruction to the mind whose hold upon the heart is tightened. How the pupil will work for that smile of approval which betokens the sincere pleasure of the sympathetic instructor. He will certainly advance who in his progress finds that pleasure which comes to him in blessing. The teacher is assured of good results whose labor upon the heart has been no less than his zeal to cultivate the mind. The affection which the student has for us is the open way of our approach into him. He builds barriers before the mind who in coldness freezes up the heart. Unless the teacher's nature in its warmth of sympathy first thaws the ice: let him not expect an easy access where stubborn prejudice has built its wall. We scale the ramparts through love. Study is a habit; something acquired and not inherent; incentive is necessary, and the teacher often is the incentive. If in his feeling toward his instructor the pupil

finds not the motive of ambition, his effort is very likely to become lax for he soon tires of the irksomeness of mental application. The only way to keep him at it is to encourage him in it. Sympathy is the tonic which supports our flagging zeal. Give us teachers in whose veins flows blood and not ice water.

Teaching should be made more an end in itself and not so much a means to an end: more of a profession and not so much a mere convenience: a tiding over to other things. Oneness of purpose in any calling is essential to success therein. Above all is it important that the teacher make his work the one sole aim of his life the object of his utmost zeal, the incentive of his grandest effort. Enthusiasm cannot exist where labor is of that perfunctory character occasioned by mercenary motives. He who is teaching for the money he must have to pursue some other calling in view, evinces that luke-warm interest in the work at hand made manifest in the sad botching of the material he has had in hand. Educational distortion is the certain result of make-shift teaching. Our schools are full of those whose sole aim is their monthly salary; the pupil is of value only as the means of giving them a job. Of little concern indeed is the student to him who labors wholly for the day, and is entirely neglectful of the future meaning of his handling of the child. Every attempt of the teacher should be in accordance with that strict and definite plan which has marked out beforehand for each individual pupil that method of action the best calculated in that particular case to produce best results. Nothing worthy is accomplished without some previously conceived notion of how best to accomplish it. He who cares not whether he hits or misses is bound to miss. Give us in education, less gattling gun aim and more rifle practise. That teacher who always fails to hit the mark finds consolation in blaming the mark, and in the satisfaction of self-assurance pockets the fee: should it not occur to him who never strikes the bulls-eye that perhaps he is squint-eyed or sees double? We need to test our teachers for mental eye-sight, and have less stray bullets flying around.

Educationally there is too much veneering; things are too much spread out: we are working for polish rather than depth: therefor we shine in spots, for the polish wears off in spots, and indeed we appear mottled. That education which cannot stand the wear and tear of being used is intrinsically worthless: the test of utility is in the measure of efficiency. Let us get

too much of one thing to show through and less of a lot of things which in their shallowness are ever allowing to keep out the baseness of that which we have vainly attempted to cover up. The attempt to pass for more than we are worth is certain eventually to fail; our true value becomes manifest in the evidence of our hypocrisy. Give us the education which has the ring to it; something durable and true. Let us have less of a lot of things which are hollow, and more of the few things which are solid. We want more of solidity in education and less of mere respectability: more of the real thing and less shallow accomplishments. It is better to be not quite so big, than to be thus large with gas. Let us not be of that greatness which is ever apprehensive of pin points for fear of puncture.

In our high schools let us offer a sufficient inducement to attract the rank and file, and not establish a curricula calculated to sift rather than entice. Let us tempt the boy to higher educational pursuits by offering him the opportunity of attempting that which is his delight to undertake. Give him something to do which his natural tendency insures his doing well. He who can see results will keep pegging away on that line. Educational labor is neither hard nor irksome to him who is laboring effectively: it is that effort which the boy considers wasted which discourages him. Toil becomes pleasure if in the direction nature has ordained it should be. He who must be coaxed to learn will soon exhaust the patience of the teacher in the heavy tax upon his ingenuity. This keeping the student at it under protest is supremely tiresome and equally futile. This being educated whether or no is a sorry process, and of a barren product. What a boy needs is what it is his pleasure to acquire. If our high schools do not furnish to the pupil those branches which it is his delight, and consequently his interest, to pursue, then are they lacking in essential and worthy results, and the strongest argument for their existence falls: public utility. Give us in our high schools that broad and comprehensive curriculum, that completeness of equipment which will afford the utmost facilities for the development and advancement of all, rather than, by pursuing a narrow and short-sighted policy in the management, catch the few and let the many slip, to the lasting detriment of society, the elevation of which lies in the exaltation of the masses. Let our public schools be so conducted that the benefit conferred shows a more just and equitable relation to the expense incurred. He who pays taxes should get

value received in a tangible good bestowed upon himself, and not be forced to the unnatural process of reasoning out a personal benefit in the betterment of some other individual. Let the aim of our public institutions of learning be to bring about the uplifting of the whole, and not so much the advancement of the exclusive part. What we pay for let us have: it is cold comfort that at our cost other children feast while our own go hungry. May we have that educational system which while fattening some leaves not so many lean.

* * *

Geography

BY SAM BROWN

(Read Before the Scholia Club.)

I. Definition.

A mass of information drawn from many fields of human experience. The subjects of astronomy, geology, civics, art, sociology, industry, zoology, botany, physics, and others perhaps are drawn upon for its material, though none of these special departments of knowledge are pursued very far. Geograph text-book makers have wasted much time and energy in vain efforts to harmonize the etymology of its name with the substance of the real thing as we know it and present it in the schools.

II. Aims.

Positive.

1. To equip children with all that non-technical knowledge not otherwise provided for which our social standards outside of the school room require they should know.

2. To serve other school subjects such as history and literature.

3. To furnish a mass of experience which shall serve as a general basis upon which to found special or technical knowledge.

4. To counteract the wide-spread erroneous beliefs and superstitions regarding physical phenomena, and the customs of other nations.

Negative.

1. Not for the purpose of inculcating mental discipline or the scientific method.

At the last meeting of the club I presented the above definition of the subject of geography together with certain canons for the selection of material. You refused to accept

them as satisfactory and requested me to reconsider them in the light of your objections. It is in compliance with this request that I crave your indulgence once more.

I discarded the time worn etymological definition of geography as "the study of the earth and its relations to the plants, animals, and men that live on its surface," on the grounds that it was inexact, inadequate, and misleading. I held that there were many earth relations to these things that had no place in geography, and that there were a number of important things that ought to be taught in geography that were by no means earth determined or influenced in any primary or vital sense. I held instead, that geography from the standpoint of common school education was simply a mass of information, of non-technical knowledge, drawn from many fields of human experience. Knowledge which any boy or girl, any man or woman, whatever his calling or position in civilized life ought to have at his command; knowledge which would be of service to him in his daily life, in his intercourse with other boys and girls, with other men and women. Knowledge which was otherwise unprovided for in the schools. I still maintain the essential soundness of this definition.

I called attention to the fact that while much of this information was of such a nature that everyone irrespective of location should have it at his command, that there was also a special lot of knowledge of each local community, of vital significance only within very restricted limits. Hence there was the necessity of presenting general or common geography, and special or local geography. I would apply the criterion of life significance, however, to local geography just as rigorously as I would to common or general geography.

I maintained that the ordinary or usual rather than the spectacular or unusual should have first consideration—both in time and in emphasis. Especially does this canon apply in the study of national and racial customs and practices. The demands of both truth and utility insist upon its observance. That the Chinese eat rats as a regular diet or as an esteemed delicacy is one of the fundamental beliefs of a considerable portion of American youth. That the great majority of the Chinese people live in conjested, foul-smelling, plague-smitten cities, they believe most firmly. That they are, on the contrary, a nation of farmers they can scarcely be led to believe. When they think of the Chinese women they imagine that all or a very large proportion of them have very small feet. To such a degree has the spectacular and unusual been

emphasized in presenting the study of this very human race of people that our pupils conceive of them as little else than freaks. Similar criticisms of our study of other foreign people could be extended indefinitely. It is a mistake to present such spectacular and unusual features first, either in time or in emphasis, and expect thereafter to get a true conception of what a people is like. Let these things rather go untaught entirely than that the truth should be covered up in the teaching of them, or that our social problems should be intensified instead of solved thereby.

I insisted that in our study of geography emphasis should be placed chiefly upon conditions and facts as they actually exist now, and only secondarily if at all upon causes, processes and effects. I recognize that in taking this stand I place myself in opposition to considerable authority on the subject.

For instance, in the preface to a manual of geography by Gore, Dr. Harris is quoted in part as follows: "What is wanted is the study of the dynamics of geography,—the ever active, living forces of the earth that produce its differences of climate and soil, and thus favor or retard its occupation by man."

Richard E. Dodge in the preface of his elementary or primary geography makes the following statements: "Each year's work ought to be as natural and necessary an outgrowth of the preceding year's work as one lesson is of its predecessor. Such a natural advance means a logical advance, and that means the best emphasis of the casual notion. It is on these lines that this book has been constructed." Again in the preface to his advanced book he says: "The climate of the world is studied from the standpoint of the wind systems. There is a closer relation between wind systems and human conditions than between heat belts and human conditions; hence there can be a better casual study of the climate of the world from the standpoint of the wind systems than from any other."

Redway, Tarr-McMurry, and Dodge constantly refer to the causal notion as fundamental to any rational study of the subject of geography.

In opposition to these views I submit: First. That for common school purposes such a casual knowledge is largely unobtainable.

Dodge in his preface to the elementary book says: "The constant reference to causes emphasizes the causal relation, though it may not be possible to go into a complete explana-

tion of causes in a primary book." Also, "It will be noted that zones have not been mentioned and that heat belts take their place. Neither zones nor heat belts can be fully developed in primary grades; each must be taught more or less dogmatically."

Tarr-McMurry in the preface to the third book of the five book set say: "Recognizing the inherent difficulty of the subject for young minds, and believing that as ordinarily presented in the books the children fail to grasp the significance of the important basal principles, etc." Again in the preface to book four of the same series they say: "It is the unused physical geography in the grades that is a stumbling block and this we have sought to avoid."

Thus we find that the very men who are loudest in the demand for the causal study of geography recognize its inherent difficulties for young minds, admit that much of it must be taught dogmatically, concede that a complete explanation of causes is impossible in primary grades, and grant that as hitherto taught causal geography has been a stumbling block rather than a help to children.

Their admissions upon this point are in harmony with my own experience. I doubt very much if the chapters devoted to physical geography in any of our common school school texts have ever been of any material help to elementary pupils but have rather proved an obstruction and a hinderance. With children of the primary grades their uselessness is even more evident.

Secondly, in all of the books that I have seen the physical causes alone of all the causes operating have been considered. In the preface to book three of the Tarr-McMurry five book set we find the following: "It does not necessarily follow that a given class of children should always begin with the physical features in the study of each section of country. For one reason or another some other portion of the causal series may serve as a better beginning." Nevertheless the authors maintain in theory and carry out in their books the study of the physical series of causes alone, to the neglect of all others.

Physical causes are only one of the factors determining the development of any particular region, the location of a great city and its subsequent development or decline, for instance. There are so many conflicting and seemingly ungovernable causes, some physical some not, any one of which may get the upper hand and thus make or mar a city's destiny, that after all, the foretelling of what any given physical

features will produce in the way of a city can be nothing more than a guess. The event of a war, a change in custom, a new fashion in dress or ornamentation, a dream, religious zeal, an epidemic, an earthquake, the spirit of a people, any one of these may make or mar the most promising physical prospects, turn a desert into a garden, cause grass to grow in the streets, or build a flourishing capital where hitherto there had been only a swamp or a submerged shore.

I would not be understood as maintaining that no causal geography whatever should be taught in the common schools. My objection is to the attempt to found all geographic knowledge upon causal relations. I object to this attempt to put children in the primary and grammar grades through a course in causal geography simply because of logical—adult logical—demands. I protest against the prostitution of so noble and so interesting a subject as this to merely disciplinary ends. And yet this is the ideal of those advocates of causal geography whom I have quoted in your hearing. Witness: Dodge in the preface to his elementary or primary book makes this significant statement: "It is not possible to omit all facts and topics that are not earth determined or earth influenced, but this should be the aim if the subject of geography is ever to be accepted as a *disciplinary* subject on a par with mathematics or history." May the day never come when this ideal shall be realized.

Where causes and effects succeed each other in short cycles, where changes are so complete and obvious as is the case with the succession of day and night, eclipses, the waxing and waning of the moon, the rising and falling of the tides, river floods and a few other instances that might be mentioned, physical causation is a fit topic of study. But where ages are involved in the effecting of material change, where the emergence and subsidence of whole continents are the phenomena, where causes are so remote either in time or in space that their influence is not readily apparent, where the phenomena involved are so obscure and unnoticeable as to call forth little or no comment from the ordinary individual, then the study of such causes has only a minor place, if any, in our public schools. What the ordinary mortal needs most to know are the conditions now existing and the causes now operating, social as well as physical, with such frequency or rapidity as to evoke surprise or to demand explanation on his part, or in such a fashion that he can interfere personally in their operation and produce desirable results. Any other teaching

is more concerned with presenting the subject of geography as a logical whole, more concerned with disciplinary and traditional ends than with practical results.

The same spirit that prompts certain men to study existing problems in the light of historical research, and to insist that there can be no proper solution of them without a full knowledge of their genesis is dominating in this undue physical-casual study of geography. San Francisco cannot be helped very much in the securing of a copious supply of pure water by a study of the history of riparian rights, nor rid of its disease by a knowledge of the history of the plague or the geaneology of the rat.

One of the troubles with the historic or causal studies in dealing with the solution of any practical problem is that they necessarily limit themselves to too narrow a field, which is the fault with all strictly logical deductions as a basis of application. They fail to take into account the multiform influences bearing upon any present day situation. They assume situations to be simple where they are most complex. To unravel all the causes operating is impossible, hence they tend to shift over onto a claim of disciplinary value derived from running down a very narrow chain of causal antecedents. Solutions offered by the practical man of affairs, who has all the conditions existing staring him in the face, but who has only a modicum of historic knowledge regarding any one of them, are much more apt to fit into the existing order of things and to afford relief—or at least so much of relief as possible.

In conclusion then my objections to the causal study of geography as presented by our leading texts today, are:

First, that because a child's limited experience, and the inaccessibility of much data, any considerable amount of casual knowledge of any vital kind is impossible in the primary and grammar grades. That much of the teaching now based upon it is resulting in the mere mouthing of empty phrases, and instead of serving as a help to immature minds is a positive hinderance and source of dislike for the subject of geography.

Secondly, that at best only a one-sided view of causation is given in that only the physical causes to the neglect of the social causes are presented.

Thirdly, that the whole trend of the teaching of physical causal geography is tending to make of geography a divitalized, "disciplinary study," to quote the words of Mr. Dodge, "on a par with history or mathematics."

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Little Talks by the Way.

(Under this head Superintendent Hyatt will try to give some account of what he sees and hears and thinks in traveling about officially among the schools of California. It will be somewhat hasty and ill-digested, being jottings on the road. It will deal with personal experiences, and so may look egotistic. It will be subject to frequent change of opinion, and will seem inconsistent. It is done as a free and easy means of communication between the school people of the State and the central school office. If it provokes retort or comment, that will be printed, too, provided that it be brief and interesting.)

Circle Round the Continent

The Start

We left Sacramento June 23d, to go to the National Educational Association at Cleveland; to look for something that might be of use or interest to the trustees and teachers who run California's schools. We resolved to go north to Oregon; east to Ohio; south to the Gulf of Mexico; west to Los Angeles; and thence north to the place of beginning aforesaid. Thus should we make a great circle about the heart of the American continent. Thus should we have a chance, after twenty-five years of steady work in the schools of the Golden State, to compare and contrast those schools, that State, with the schools and States of the Union far away and widely removed from each other.

Off to the North

Northward we went on a hot June day. The passengers took off their coats. The lean men panted like lizards and the fat men perspired helplessly. Up we went through the great, splendid, futile Sacramento Valley, a hundred miles and more; and on up into the hills, where the Sierras and the Coast Ranges swing together to wall in the head of the great valley, to shut out the web feet of the north from the sunny slopes of California. On up we go and over, climbing on the shoulder of Mt. Shasta to a height of a mile above our starting point; thence down moderately to the upper valley of the Klamath, that crosses our path, leading from the Sierras westward to the sea and breaking through the whole mass of the Coast Range Mountains to do it. Once across the treeless plains of the Klamath we climb again into the mountains of the Bob Tailed Horse—which, translated into classic Injin, is *Siskiyou.* We still go straight away north, crossing the line into Oregon, and down into the valley of Rogue River.

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Rogue River Orchards

Along Rogue River we sped, looking at its splendid orchards of apples and pears. Medford is the largest town. Cherries were ripe, and boys at the stations offered Royal Anns and Black Republicans for 15 cents a box. Apples too were offered—but they were from cold storage and somewhat the worse for wear. From Rogue River we climbed the hills again and crossed over into the valley of the Umpqua. Both these streams are like the Klamath in heading in the Sierras, breaking through the Coast Range and emptying directly into the Pacific. Only we say Cascades instead of Sierras when we are in Oregon. As we pass from one State into the other the granite ridges of the Sierras are covered deep beneath the great volcanic blanket that constitutes the Cascades. What vast rents there must have been in the earth's crust, to let out a fiery flood that would build a mountain range through half a dozen big States, cupped by such peaks as Lassen, Shasta, Hood, St. Helens and Ranier!

The Willamette Valley

From the Umpqua we pass over into the head waters of the Willamette, flowing straight north two hundred miles to join the mighty Columbia. Here is the heart of Oregon; a lovely green valley; a great stream of clear water; fertile farms, with wheat growing higher than the fences; rich orchards of apples, plums and cherries; green meadows of grass and clover; a land of never failing crops, of peace, comfort and plenty. Splendid forests of sugar pine and Oregon pine cover the hills and mountains that surround the valley. Lane County is said to have the largest body of standing timber now in the United States. It has largely passed into the control of Weyerhauser, the eastern lumber magnate who is now reputed to have more of the world's wealth corralled than John D. Rockefeller himself. His forests here are not being cut at present but are lying still and making great fortunes for Weyerhauser as they lie. The county seat is Eugene, one of the handsomest and most prosperous towns in all Oregon, with a population of ten thousand.

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Oregon State Association

We stopped off for a day at Eugene to visit the State University and attend the State Travelers' Association in session there. It was a great pleasure to see the large part taken in the association program by California. Professor Cubberley was there all week giving a course of lectures on Taxation and State Relations that was peculiarly helpful and appropriate to Oregon at this time. Miss Effie McFadden of the San Francisco Normal School gave a series of talks on Education. The other people from outside the State were State Superintendent Nelson of Utah and Professor Albert Bushnell Hart of Harvard University. The audience was large; the hats were large and handsome, with lovely flowers and things on top, and they were removed with reluctance at the prayer of the chairman; the rear seats were jammed, the front ones empty. Just like home, wasn't it? And the teachers were just like home, too—earnest, enthusiastic, unselfish, for the most part. Many of them flocked up to tell that they too came from California or went to school at Berkeley or Chico or San Jose.

Oregon Education

Education in Oregon and particularly higher public education has been in a curiously backward state all these years, although Washington to the north of it and California to the south are both singularly progressive. This backwardness is manifested by low salaries for teachers—$30 or $40 a month in rural schools—by short terms of school and by scanty, meager appropriations for high schools and colleges. It is not caused by lack of high spirited leaders or progressive school officers; but by an unsympathetic public opinion. The people are prosperous and comfortable but do not believe much in higher education; particularly they combat higher education at public expense. So the yearly allowance for the State University has been only fifty or sixty thousand dollars; appropriations when made for this and for the four State normal schools are often withheld for a year or two and must be fought through at every point, by referendum and every other way possible. Even now some of the State normal schools are starving slowly to death. Without money, they are obliged to reduce expenses to zero point and live on nothing. The townspeople take up a subscription; the students pay a stipend; the teachers donate their imaginary salaries to the cause; and so they hang on by teeth and toe nails, hoping for better legislation. It is worthy of notice that the older and richer parts of the State were settled from the Southern States away back in war times; it is jocularly said that Price's Army was disbanded here. The south has always been backward in education—wherefore, this unfortunate island of public opinion away off in the continuous woods where rolls the Oregon. Interesting, isn't it? And illustrates the great fact that we can only advance as fast as our people; that in all our educational progress we must take our people into our confidence and carry them with us—else the advance doesn't advance and the progress doesn't progress. Every one of us, even out in the smallest country district must be working on the minds of his people getting them to see the right things in the right way. That is the price of better things in a democracy.

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Raining, Too

We took the train again for the north from Eugene, a hundred miles and more right along down the Willamette,

past scores of pretty towns and hundreds of comfortable farms, to Portland; and it was *raining!* Raining the last of June. Wasn't that a horror to one accustomed to the rainless summer of California for a quarter of a century?

When we contrast the lovely verdure, the rank summer meadows, the green-clad hills of Oregon to the disadvantage of California's yellow and sometimes dusty landscape we must not forget what it is that makes the difference. It's rain! Rain, continuous, cold, dripping, drizzly rain all winter and occasional dem'd, damp, unpleasant rains all summer. Remember that lovely, green, fresh growing country means umbrellas, wet feet, colds, coughs, catarrhs—I'm too charitable to a neighbor commonwealth to add bubonic plague and consumption.

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Strong Young City

Portland is certainly one of the strong young cities of the West. The tide of travel that pours in and out of its splendid Union Depot is something to stupify the beholder with its magnitude. California schools have an influence there too. Miss Margaret Mogeau, former Superintendent of San Bernardino County, is the wife of the editor of the *Oregonian,* the great paper of the State. Hugh Boyd of Stanford is in the high school; also Alice Estudillo of the Los Angeles Normal; and doubtless many others that I wot not of.

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The Mighty Columbia

On north, a dozen miles from Portland, we strike the Columbia, that mighty river that gathers the waters from the distant Rocky Mountains, from Canada, Idaho, Montana, Wyoming, and breaks through the Cascade Ranges, through the Coast Ranges, to reach the sea. It looks like a lake or a sea; but it has just been spanned by an iron cantilever bridge at Vancouver, two miles long.

Here we turn east—east, up the Columbia and close along its banks for a couple of hundred miles. Great cliffs and pinnacles tower along the way. Full waterfalls come down to join the river. Heavy forests cover the country, coming down to the water's edge. The houses and villages over the

river look small with the distance. Big fish-wheels slowly revolve in the current, to lift out an occasional salmon. Where the river breaks through the lavas of the Cascade Range, navigation is interrupted by many rapids, whirl pools, chutes and dalles. As we pass through this gateway in the mountains, the whole character of the country changes, becoming a treeless region of wheat farms and cattle ranches. We cannot follow up the Columbia, for it comes from the north, down through the middle of Washington.

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Umatilla

So we leave the Columbia at Umatilla, and follow up its tributary, the Umatilla River, which comes from the east. Up this we go through the Umatilla Indian Reservation, where we see for the first time the pointed conical teepees of the plains Indians, supported by poles crossed at the top. We climb up the Umatilla Valley to a summit 4000 feet high, thence down into the valley of Snake River in Idaho. This river flows northward, across vast volcanic plateaus, to join the Columbia in Washington. Huntington, on Snake River, is where we all got out our watches and set them an hour ahead —mountain time, for now we were getting into the Rockies.

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Pastures of Idaho

We followed up Snake River for half a day or so, over 300 miles, through the cool green pastures of Idaho. It does not seem to be in the mountains at all, as we understand the term in California. It seems rather a region of great, billowy plains, rising very slightly as we go on, ever east. Going over an invisible summit we find we are 6000 feet high, that we have passed the water flowing back toward the Columbia and that now the drainage is to Bear River and down to Salt Lake.

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The Plains of Wyoming

Going on to the east we pass into Wyoming, rising a little higher still as we go over another divide that sends the

waters down toward Green River and the Colorado. Near this summit is the town of Fossil. We can see the excavations on the nearby hills from which were taken those wonderful Wyoming specimens of fossil bones that astonished the scientific world with their size and variety—huge lizards and turtles, big as elephants. A little further on are the Wyoming coal fields, with mines, burning dump piles, coal cars, and miners' villages in evidence. Keeping on to the east over the plains we leave Green River drainage and pass over to the water that goes with us instead of away from us and toward the distant Mississippi. The summit is Sherman and it is some 8000 feet in altitude. This is the same height as the highest summit passed over in going to the Yosemite over the Wawona stage road; but how different! No jogged, snowy peaks, no splendid forests, no stupendous cliffs or gorges—no "scenery"—nothing but rolling green pasture lands day after day. The rivers are full but flow sluggishly, on a level with the plains. Occasional ranch houses can be seen but no gardens or orchards. It is the pasture land of the Great West, the boundless plains of the Condilleras, that great upward bend of the earth that separates the waters of the Atlantic and the Pacific.

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Nebraska

From Wyoming into Nebraska no startling change takes place, but the farms are gradually becoming more frequent, the plains not quite so wide. The streams are more plentiful and the villages are closer together. We are coming into the country of the Maize, the land of the Indian corn.

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Corn Fields of Iowa

We kept awake until 11 o'clock at night to see the crossing of the Missouri River at Omaha, into Iowa. It is sure enough a great river, this rolling, muddy tide of the Missouri. All night we sped to the east and in the morning, still speeding east, we were still in the corn fields of Iowa. The corn is only six inches high—and we left good roasting ears behind, in California. The soil is black, the gardens green, the country apparently happy and prosperous.

Illinois Next

We cross a bridge over the Mississippi River at Clinton and enter the rich State of Illinois. The soil is still blacker, the gardens still greener; but alas for our hopes for eastern green corn, the stalks are no higher. These great rivers that lie in the way are very impressive; so big and powerful. They make our western rivers look like a certain small sum of money. Grain elevators are at all the stations. Live stock and diversified farming are more in evidence.

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The Big City

It only takes half a day to go from the Illinois border to the great city of the interior. Never having been in Chicago before, we stopped over for a day, to try to catch the flavor of the town; and saw enough to more than fill this whole magazine. It is big, big, big—two and a half million souls! It has more Jews than Palestine—more Skandinavians than any city in Skandinavia—and more of several other nationalities than their biggest cities have at home. The fierce confusion, excitement, rattle and bang of the business sections were maddening—surface cars, elevated cars, horse men, autos, every kind and condition of man, animal, vehicle, were fighting for room and breath; it remains in my mind as a painful night mare, showing man's inhumanity to man.

Chicago is splendid in her play grounds, public play grounds. *Ten* great play grounds it has, in the heart of the city, breathing places, safety valves! Each is ten acres in extent, more or less; and each was obtained at enormous expense, by exercise of the right of eminent domain when necessary. I spent most of the day studying these public play grounds, with their gymnasiums and swimming pools, ball grounds and tennis courts—for this movement is closely related to our public school system and Chicago is the scene of its greatest development. In the evening we were treated to a sudden and drenching rain, on the way to the depot for a night ride across Illinois and Indiana.

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At Our Journey's End

In the morning we were well into the great State of Ohio, and approaching Cleveland, its metropolis. This is the place

for which we are headed, and it is here that the N. E. A. is holding its session. My time and space and energy are gone and I must close by saying that the key note of the meeting was—*Industrial Education*—and this will be continued in our Next.

Figures from the Statistician.

Statistics are live and vital things when we learn how to use them. Mr. Wood is the Statistician of the Department of Public Instruction. He sends out the blanks, documents and official publications, receives the reports of teachers and superintendents, makes estimates and apportionments of school moneys; and then collects and tabulates the facts and figures about all these things. He will try to present each month some points derived from his work that will be of general interest to school people.

State High School Fund

Office of
Superintendent of Public Instruction,
State of California.

SACRAMENTO, CAL., July 7, 1908.

To the State Controller, Certain County Treasurers, County School Superintendents, and Trustees of Regularly Established High Schools:

GENTLEMEN: Having received from the State Controller the following communication relating to the amount of money in the hands of the State Treasurer now available for the support of High Schools that meet the requirements of an Act of the Legislature entitled "An Act creating a fund for the benefit and support of High Schools, and providing for its distribution":

REPORT OF STATE CONTROLLER.

July 6, 1908.

HON. EDWARD HYATT,

Supt. of Public Instruction, Sacramento, Cal.

DEAR SIR: Pursuant to law, I beg to inform you that at this time there is on hand to the credit of the State High School Fund, and subject to the semi-annual apportionment,

the sum of one hundred three thousand two hundred sixty-five 20-100 ($103,265.20) dollars.

Very truly yours,

A. B. NYE,
State Controller.

I have, in pursuance of the terms and condition of said Act, apportioned said money to High Schools in different counties of the State.

Total number of High Schools entitled to receive State aid June 30, 1907	171
Total average daily attendance June 30, 1907	21,209
Rate per school on one-third basis	$201 29
Rate per pupil on average daily attendance basis	$3 24
Amount apportioned on one-third basis	$34,420 59
Amount apportioned on attendance basis	$68,717 16
Total amount apportioned	$103,137 75
Balance unapportioned	$127 45

NOTE. The total apportionment to the High Schools of the State for the school year has been as follows:

January 7, 1908,	on school basis, $153 78;	on attendance basis, $2 47
March 3, 1908,	on school basis, $297 21;	on attendance basis, $4 79
July 7, 1908,	on school basis, $201 29;	on attendance basis, $3 24
Total,	on school basis, $652 28;	on attendance basis, $10 50

EDWARD HYATT,
Superintendent of Public Instruction.

APPORTIONMENT OF STATE SCHOOL FUND.

Office of
Superintendent of Public Instruction,
State of California.

SACRAMENTO, July 6, 1908.

To the State Controller, County School Superintendents, County Auditors, and County Treasurers:

GENTLEMEN: Having received a report from the State Controller (see next page) showing that there is in the State Treasury at this date one million three hundred forty-seven thousand four hundred ninety-six and thirty-nine one-hundredths ($1,347,496.39) dollars of State school money subject

to apportionment, I have this day distributed the same to the several counties of the State, as follows:

Counties.	Average Daily Attendance, June 30, 1907.	Total Apportionment Based on Attendance.
Alameda	22,900	$139,232 00
Alpine	34	206 72
Amador	1,341	8,153 28
Butte	2,949	17,929 92
Calaveras	1,480	8,998 40
Colusa	1,019	6,195 52
Contra Costa	3,358	20,416 64
Del Norte	373	2,267 84
El Dorado	1,138	6,919 04
Fresno	8,341	50,713 28
Glenn	787	4,784 96
Humboldt	4,561	27,730 88
Inyo	454	2,760 32
Kern	2,468	15,005 44
Kings	1,578	9,594 24
Lake	783	4,760 64
Lassen	538	3,271 04
Los Angeles	44,869	272,803 52
Madera	816	4,961 28
Marin	2,355	14,318 40
Mariposa	440	2,675 20
Mendocino	2,799	17,017 92
Merced	1,691	10,281 28
Modoc	786	4,778 88
Mono	151	918 08
Monterey	2,740	16,659 20
Napa	2,071	12,591 68
Nevada	1,993	12,117 44
Orange	4,332	26,338 56
Placer	1,740	10,579 20
Plumas	462	2,808 96
Riverside	3,373	20,507 84
Sacramento	5,860	35,628 80
San Benito	823	5,003 84
San Bernardino	5,304	32,248 32
San Diego	5,423	32,971 84
San Francisco	26,765	162,731 20
San Joaquin	4,966	30,193 28
San Luis Obispo	2,694	16,379 52
San Mateo	2,175	13,224 00
Santa Barbara	2,792	16,975 36
Santa Clara	8,876	53,966 08
Santa Cruz	2,955	17,966 40
Shasta	2,055	12,494 40
Sierra	528	3,210 24
Siskiyou	1,952	11,868 16
Solano	2,786	16,938 88
Sonoma	5,675	34,504 00
Stanislaus	2,315	14,075 20
Sutter	854	5,192 32
Tehama	1,528	9,290 24
Trinity	332	2,018 56
Tulare	4,164	25,317 12
Tuolumne	1,318	8,013 44
Ventura	2,039	12,397 12
Yolo	1,822	11,077 76
Yuba	857	5,210 56
Totals	221,578	$1,347,194 24

Total number of teachers determined on school census of June, 1907	8,027
Total average daily attendance June 30, 1907	221,578
This apportionment is on attendance basis with rate of $6.08 per child.	
Total amount apportioned	$1,347,194 24
Balance unapportioned	302 15
Total amount reported by Controller	$1,347,496 39

NOTE: The apportionment for fiscal year beginning July 1, 1907, has been as follows:

Amount per teacher January 11, 1908	$185 88
Amount per teacher March 7, 1908	64 12
Total per teacher	$250 00
Amount per child on attendance March 7, 1908	$4 45
Amount per child on attendance July 6, 1908	6 08
Total amount per child on attendance	$10 53

EDWARD HYATT,
Superintendent of Public Instruction.

The Legislature for the year 1907 used the school census of 1906 to make a school tax levy for two years. This is the first year's apportionment of that tax levy. Next year's apportionment will not greatly exceed the amount received this year so that though we have a large apportionment this year it does not indicate that more money can be used for other than legitimate school expenses, as there will be at least 300 more teachers this year and no more or but very little more money unless the counties give it. This year's school census is a large increase over that of last year, 21,633. This increase will be used by the next Legislature to make the school levy for two years beginning July 1, 1909.

REPORT OF STATE CONTROLLER.

OFFICE OF STATE CONTROLLER,
SACRAMENTO, CAL., July 6, 1908.

HON. EDWARD HYATT,
Superintendent of Public Instruction, Sacramento, Cal.

SIR: In compliance with the law, I beg to submit the following report: The securities held in trust by the State Treasurer for the support of Common Schools consist of bonds of the State of California, aggregating one million seven hundred twenty-six thousand five hundred ($1,726.500) dollars, together with bonds of the various counties of this State, amounting to two million one hundred eighty-six thousand eight hundred ($2,186,800) dollars, and bonds of various municipalities of this State, amounting to one million four

hundred thirty-eight thousand seven hundred seventy-five ($1,438,775) dollars, described in detail as follows:

State Bonds.

State Funded Debt Bonds of 1873—six per cent	$1,526,500 00
San Francisco Depot Bonds—four per cent	200,000 00
	$1,726,500 00

County Bonds.

Alameda County (Oakland School District) Bonds—four per cent	296,000 00
Fresno County (Roeding School District) Bonds—five per cent	10,000 00
Glenn County Bonds—four and one-half per cent	11,000 00
Humboldt County Bonds—seven per cent	10,000 00
Kern County Bonds—four and one-half per cent	235,000 00
Lake County Bonds—five per cent	37,000 00
Los Angeles County (Court House) Bonds—five per cent	55,000 00
Los Angeles County (Pomona City High District School) Bonds—four per cent	41,250 00
Los Angeles County (Pasadena City School District) Bonds—four per cent	50,000 00
Marin County Bonds—four per cent	86,000 00
Mendocino County Bonds—four per cent	80,000 00
Merced County (School) Bonds—four per cent	43,000 00
Monterey County Bonds—four per cent	86,000 00
Placer County Bonds—five per cent	7,000 00
Plumas County (Bridge and Highway) Bonds—four per cent	100,000 00
Riverside County Bonds—four per cent	150,000 00
Sacramento County (Capital School District) Bonds—four and one-half per cent	32,000 00
Sacramento County Bonds—four and one-half per cent	206,000 00
San Benito County Bonds—four and one-half per cent	42,000 00
San Bernardino County (Redlands, Lugonia, and Crafton High School) Bonds—five per cent	60,000 00
San Francisco City and County School Bonds—three and one-half per cent	89,800 00
San Joaquin County (Hospital) Bonds—five per cent	4,000 00
Santa Clara County (San Jose School District) Bonds—four per cent	220,000 00
Santa Clara County (San Jose High School District) Bonds—four per cent	167,000 00
Sonoma County (Healdsburg School District) Bonds—four per cent	29,750 00
Stanislaus County (Oakdale Union High School) Bonds—five per cent	19,000 00
Tulare County (Porterville High School) Bonds—five per cent	20,000 00
	$2,186,800 00

Municipal Bonds.

Antioch Town Water Works Bonds—five per cent	24,400 00
Bakersfield City (Improvement) Bonds—four per cent	27,000 00
Bishop Town (Improvement) Bonds—six per cent	39,600 00
Long Beach City (Pier) Bonds—five per cent	90,000 00
Los Angeles City (School) Bonds—three and three-fourths per cent	420,000 00
Mountain View Town Bonds—four and one-half per cent	25,900 00
Napa City (School) Bonds—four per cent	29,400 00
Sacramento City (Levee and Sewer) Bonds—four per cent	150,000 00
San Buenaventura Town Bonds—five per cent	12,000 00
Yreka Town (Water Works) Bonds—five per cent	37,500 00
Pomona City (Park and School) Bonds—four per cent	52,500 00
Santa Clara Town (Water, Light, and Power Works) Bonds—four and one-half per cent	20,475 00
Los Angeles City (Water Works) Bonds—four per cent	510,000 00
Total	$1,438,775 00

Total amount Bonds of all classes.....$5,352,075

The amount of money in State Treasury to the credit of the State School Fund, subject to apportionment, is as follows:

Amount unapportioned January 6, 1908.....	$57 70	
Amount unapportioned March 7, 1908.....	155 74	
		$213 44
Amount received from property tax (counties).....		893,068 44
Amount received from property tax (railroads).....		96,816 33
Amount received from poll tax.....		207,135 21
Amount received from interest on bonds.....		135,926 96
Amount received from interest on deposits.....		1,716 95
Amount received from interest on school lands.....		12,790 83
Amount received from sale geological reports (State University		5 00
Total		$1,347,673 16
Less amount paid on restitution of interest on school lands not property of State.....	$168 92	
Less amount paid for account annulment of certificate of purchase.....	7 85	
		176 77
Net amount subject to apportionment.....		$1,347,496 39

Very truly yours,

A. B. Nye,

Controller.

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State School Census

Comparison of the State School Census of 1907 with that of 1908, showing gains and losses by counties.

Counties.	Total Census. 1907	1908	Gains	Losses
Alameda	48,689	49,407	718	
Alpine	62	74	12	
Amador	2,293	2,190		103
Butte	5,485	5,660	175	
Calaveras	2,611	2,521		90
Colusa	1,674	1,606		68
Contra Costa	5,990	6,292	302	
Del Norte	653	673	20	
El Dorado	1,776	1,664		112
Fresno	13,762	15,155	1,393	
Glenn	1,342	1,275		67
Humboldt	7,918	7,702		216
Imperial	———	1,644	1,644	
Inyo	975	1,053	78	
Kern	4,376	4,559	183	
Kings	2,773	2,858	85	
Lake	1,470	1,445		25
Lassen	994	962		32
Los Angeles	82,228	84,615	2,387	
Madera	1,428	1,475	47	
Marin	4,402	4,585	183	
Mariposa	757	728		29
Mendocino	5,159	5,124		35
Merced	3,007	3,167	160	
Modoc	1,354	1,386	32	
Mono	377	354		23
Monterey	5,043	4,880		163
Napa	3,498	3,430		68
Nevada	3,334	3,426	92	
Orange	7,110	7,229	119	
Placer	2,996	3,227	231	
Plumas	900	857		43
Riverside	5,792	6,120	328	
Sacramento	10,260	10,665	405	
San Benito	1,549	1,592	43	
San Bernardino	9,683	10,239	556	

San Diego	10,227	9,578		649
San Francisco	77,367	87,696	10,329	
San Joaquin	8,511	8,655	144	
San Luis Obispo	4,788	4,972	184	
San Mateo	4,341	5,345	1,004	
Santa Barbara	5,392	5,623	231	
Santa Clara	17,434	17,794	360	
Santa Cruz	5,836	5,867	31	
Shasta	3,863	3,887	24	
Sierra	779	751		28
Siskiyou	3,740	3,878	138	
Solano	5,007	5,075	68	
Sonoma	10,533	10,742	209	
Stanislaus	3,528	4,222	694	
Sutter	1,359	1,330		29
Tehama	2,756	2,774	18	
Trinity	679	643		36
Tulare	6,708	7,478	770	
Tuolumne	2,268	2,203		65
Ventura	3,864	4,012	148	
Yolo	2,835	2,810		25
Yuba	1,870	1,864		6
Totals	435,405	457,038	23,545	1,912

Total gain for State.....21,633

NOTE: Imperial County was cut from San Diego County since the last school census was taken. The apparent gain in Imperial is not a true gain nor is the loss in San Diego a real loss. The territory included in what was San Diego County originally had a gain during the year of 995.

REVIEW OF STATE SCHOOL CENSUS.

Following is a comparison of the school census for 1908 with that of 1907, showing gains and losses by nationalities and by boys and girls.

CHILDREN BETWEEN FIVE AND SEVENTEEN YEARS.

	1907	1908	Gain	Loss
White Children				
Boys	214,956	226,389	11,433	
Girls	211,169	221,570	10,401	
Total	426,125	447,959	21,834	
Negro Children				
Boys	1,426	1,439	13	
Girls	1,484	1,501	17	
Total	2,910	2,940	40	
Indian Children				
Boys	1,738	1,736		2
Girls	1,588	1,538		50
Total	3,326	3,274		52
Mongolian Children				
Boys	1,919	1,764		155
Girls	1,125	1,101		24
Total	3,044	2,865		179

Total Number School Census Children, those between ages of five and seventeen

Boys	220,039	231,328	11,289	
Girls	215,366	225,710	10,344	
Total	435,405	457,038	21,633	

Comparison of attendance at school

Attending Public School	319,190	342,514	23,324	
Attending Private School	34,406	34,298		108
Attending no School	81,809	80,226		1,583
Total	435,405	457,038		

CHILDREN UNDER THE AGE OF FIVE YEARS.

White	132,749	137,491	4,742	
Negro	879	861		18
Indian	1,170	1,164		6
Mongolian	1,296	1,667	371	
Total	136,094	141,183	5,113	24

NATIVITY OF CHILDREN

Native Born (all children)	560,326	586,461	26,135	
Foreign Born (all children)	11,173	11,760	587	
Total	571,499	598,221	26,722	
Number of Children who are deaf	366	221		45
Number of Children not vaccinated	121,874	129,376	7,502	

The number of families, having children, listed on the census

For 1907 was.....245,460—averages 2.32 children to family
For 1908 was.....270,224—averages 2.21 children to family

Many families have no children and are not listed on the census and many others have children who have passed the age of 17 and are not listed on the census.

Average number of school census children per family

1907..... 1.77
1908..... 1.69

THEODORE ROOSEVELT, *Honorary President Playground Association of America, says:* Play is at present almost the only method of physical development for city children, and we must provide facilities for it if we would have the children strong and law-abiding. ....City streets are unsatisfactory playgrounds for children because of the danger, because most good games are against the law. ....and because in crowded sections of the city they are apt to be schools of crime.

A smart man has no more use for beauty than a handsome man has for brains.

State Text-Book Committee

This is a standing committee of three from the State Board of Education. It has charge of all matters relating to the State Text-Books. Its Secretary is George L. Sackett.

The Secretary will try to use this department to bring his work in closer touch with the teachers of the state by recording each month the details that seem to be of general interest.

Concerning Penmanship

For California County Boards of Education.

Since County Boards are now incorporating the State Series Writing Books for the first time in their printed courses of study, some remarks on the subject may be of interest and value.

Our writing books were made before the present Text-Book Committee came into office by the adoption of the 7-book system of Platt R. Spencer's Sons, published by the American Book Company. These seven books were telescoped into five, with extra pages added, printed on extra heavy paper and fixed at the retail price of 8 cents each. They are intended to be used one book per year, beginning in the Second Grade and ending with the Sixth.

The old slant systems of penmanship, accompanied by wonderful loops, graceful shadings, complexity in lengths and heights of letters, and all that, are apparently gone for good. They depended upon drill and practice for their excellent results. The old writing teachers and business colleges in a few months of steady practice made good penmen.

The vertical idea came on. It was of great service to the country, in lopping off the worst of the old complexities and absurdities at one fell swoop. It was so easy to learn that its adherents were likely to lose sight of the necessity for drill, for practice, for movement, without which ease and rapidity does not develop in any system. This caused the pendulum to swing away from the strictly vertical system. Just now the fashion is for a semi-slant, which attempts to combine the best features of both the vertical and the slant systems. Our State books are an example of this.

The moral of the tale for us is that what is wanted to produce good effect upon the handwriting of the children of the State is not so much some particular system as it is Drill,

Practice, Movement Exercise. Without this, any plan falls down; with it, any plan can be made to succeed.

Therefore County Boards are urged not only to give opportunity for movement drills, but to prescribe them abundantly and continually; Superintendents are urged to enforce them; teachers to carry them out vigorously and enthusiastically. Therefore an expert professional teacher of penmanship was engaged to prepare some special appropriate exercises to be interpolated in Books Two, Three, Four, and Five.

In addition to this, Mr. Kent of Stockton, who prepared the Movement Exercises, was employed to prepare some practical directions and working models showing just how those exercises can be used to best advantage by the teachers. This is given herewith. It is not possible to print it in quantities sufficient to send to all the teachers in the State, but only to the members of County Boards of Education. Such parts as they find of sufficient value may perhaps be printed in the County Manual, or issued as a bulletin to the teachers by the County Superintendent.

SUGGESTIONS FOR MOVEMENT EXERCISES.

The State Series of Writing Books consists of five numbers, and is intended to form the basis of the work in writing for the first six years.

It is not deemed advisable to use a book in the first year. Teachers should give in this grade as much of the written work as possible at the board. The exercises at the top of pages in the latter part of Book Two will be found to be of great assistance in securing freedom from the cramped position at the board and in developing letter forms. Count for them to secure unison and see that the hand is free from the board.

For seat work it is advisable to use soft lead pencils and unsized paper. The primary object in this grade, while writing at the seat, should be to cultivate correct habits of position. See that the child sits in a good and comfortable position, and that the fingers are not cramped in holding the pencil. It is far more essential that pupils in this grade acquire a good position and a fair degree of accuracy as to form, than that they learn to make mathematically correct forms with an awkward and unhealthful position.

MODEL LESSONS FOR GRADES ONE, TWO AND THREE.

Teacher's Preparation.

Have boards ruled with parallel lines about three inches apart. Rule to such a height as can be conveniently reached by pupils. Use vertical lines dividing into space for each pupil.

In the upper space, and at the left, place one slanting line which should just fill this space and have the slant of letters in the Writing Book.

In the space below place the letter "i."

Immediately below that place the word "in." This should be done for each pupil.

Class Drill

Pupils take places at the board. Teacher illustrates on her board how the slanting lines are to be made. Commencing at top and making downward stroke, counting from one to ten for ten downward strokes.

Next, have pupils put arms out and make the same in the air, the teacher counting and working on the board as before. Do this until pupils understand just what they are to do.

Have pupils turn to board and all place chalk on top line, and as you count one have them make one slanting line. Continue this until the first line is filled.

Next, illustrate the small "i," counting "one" for the slanting line and "and" for the curved finishing line. Fill out the line with these.

Next, illustrate how the word "in" is written and have pupils fill out the board with this word. Do not count for words. Time of lesson should be fifteen minutes.

This general scheme may be followed out with all letters by giving on the first space the exercise developing the letter to be taken up.

Grade Two

Book One is intended for this grade. Give as large a part of the work as possible at the board. Give daily drills on the exercises in Book Two, which are intended for board use only. Pay especial attention to position, while at the seat, and see that pupils form no habits that will have to be overcome later.

The use of ink should be commenced at some time during this year. Give fifteen-minute lessons.

Grade Three

Book Two is intended for use in this grade. Give frequent drills on blackboard work as in grades one and two.

Correct position should by this time have become a fixed habit. Fifteen minutes is long enough for a lesson.

Grade Four

Writing at seats in preceding grades has necessarily been with finger movement. The muscles of the forearm of pupils in this grade will be found to be developed sufficiently to admit of what is termed muscular movement. It is described as follows:

Place the arms on the desk in the position described on inside cover of Writing Book. Close the fist of the right hand and cause the arm to move in and out of the sleeve. You now have muscular movement. The numerous exercises of Book Three are intended to develop this movement and control it in the production of correct forms.

In conducting these drills the teacher should stand before the pupils, put the work on the board and work with them. Nothing is so contagious as work. In order to secure unison and as a spur to greater effort it is necessary for the teacher to count for this exercise work, accenting the downward strokes much the same as the beats in music.

The movement may be acquired in a few minutes, but its development and control require much drill on these exercises.

Page one of Book Three presents a number of exercises for developing muscular movement, followed by exercises to control it and at the same time develop the capital letter forms taken up in the following eight pages.

The writing lesson should consist of a few minutes' drill on the general exercises, followed by a drill on the exercise developing the letter form to be taken up, then the letter form itself, and last the application of the letter form in a word or sentence.

MODEL LESSON FOR GRADES FROM FOURTH UP.

Stand before the class and illustrate what muscular movement is by placing your own forearm on a large book. See that all pupils can make the arm work in and out of the sleeve. Now step to the board and make the first exercise found on page one of Book Three, counting to ten, one count for each downward stroke to emphasize it.

Repeat with pupils working at seat. Make a number of lines of this, the teacher working at the board a part of the time and the rest of the time going among the pupils to see that all have the movement. Make it two spaces tall.

Make second exercise on same page, counting ten for each set of ovals, the count coming on the downward stroke. Make two spaces tall.

Next make the third exercise, still making two spaces tall. Count ten and repeat. Make across the page without lifting the pen.

The first two or three lessons should consist entirely of these three exercises. In subsequent lessons they should be given for ten minutes of a twenty-minute lesson. The object being to develop the movement and then to control it in the production of correct forms.

For the second half of the third lesson make the first half of the fourth exercise on same page and make but one space tall. Count ten as before, and make the tenth stroke as shown in exercise, developing capital "O." Work on this for a few minutes. Teacher at board as before.

Next, make capital "O," for which count "one, two." Make rapidly that there may be no tendency to go back to finger movement.

Next have pupils write copy at top of page two, Book Three. The copy should be placed on the board by the teacher, and she should use the time working among the pupils correcting the most glaring defects and encouraging them to use the movement. This lesson should have twenty minutes.

All practice work should be on loose sheets. The Writing Book is intended to be a place for recording the kind of work the pupil is doing. He does not learn to write by using the book. At the end of the term the Writing Book should show the progress made while all of the real work of learning to write is done on practice paper.

The other books will be found to be similar to Book Three and contemplate a continuation of this drill work.

It is just as necessary to continue to teach writing through the grammar grades as it is that we teach arithmetic through all the grades. The real reason for poor writing is not so much with the system used as it is in trying to make that system teach itself.

Because a child in the second or third grade produces something that we call good writing it does not follow that in the seventh or eighth grade his work will be even legible unless

we continue to teach him to write. He cannot learn to write a hand that will stay with him until the muscles of the forearm have developed sufficiently to permit of this movement.

By order of the

STATE TEXT-BOOK COMMITTEE,

GEO. L. SACKETT, Secretary.

June 27, 1908.

State Board of Health.

The State Board of Health is the highest official authority upon the promotion of health and the eradication of disease in California. Its Secretary is Dr. N. K. Foster with offices in the state capitol. With the object of giving to the teachers of the state the best ideas and the latest investigations of this Board, Dr. Foster will prepare something of public interest under this heading each month.

Medical Examination of Pupils

Not long ago a wide awake and active County Superintendent of Schools, Miss May E. Dexter of Woodland, Yolo County, wrote to us as follows:

"DR. N. K. FOSTER, SACRAMENTO, CAL.

"DEAR SIR: The Yolo County Board of Education will issue a new Course of Study for the schools of this county on July 1, 1908. We are striving to make it one that will bring about the best possible results. We realize that quite frequently there are children who are considered stupid or incorrigible by the teachers when, in reality, they are suffering from some physical defect that, if understood by the teacher, might be overcome.

In order to help the teachers to detect these physical defects we wish to have a few simple instructions given in our Course of Study such as, how to test the eyesight and the hearing; also, how they may know when a child has adenoids and any other defect that might be corrected by watchfulness on the part of the teacher.

"I realize that your life must be a very busy one, but if you can spare a short time in which to write a few simple instructions for the benefit of the teachers and children that we can have printed in our Course of Study we shall be very grateful to you.

"Very respectfully,

"MAY E. DEXTER."

When the full force of this idea strikes the minds of the school authorities of this State there will be a step taken that will enhance the value of the schools incalculably.

Miss Dexter is right in thinking that many children are considered stupid when only suffering from some defect, and generally one that can be removed. At present they are allowed to go on with no especial effort to save them, and becoming discouraged at their want of success and oftentimes being made the butt of ridicule, they leave school, drift into bad company, become the dregs of society, fill our jails and almshouses and are the principal cause of high taxes to support police authority, courts of judicial and reformatory institutions. A little good common sense on the part of the general public would put a different face on the question, but they must be led and educated, and the schools should do this. They must be shown that a little increase of expenditure for an examining doctor or nurse will not only protect the health and lives of their children but will also materially lessen in a few years the public expenditure for the arrest, trial and support of criminals, for there is nothing more certain in criminology than that idleness and want of occupation in early life leads to dissipation and crime. It is, indeed, a hopeful sign when a County Superintendent puts into the Course of Study something relating to this work. It is the first step and will soon lead to a law requiring that *all* school children be examined, not only to find defects in sight and hearing, but to see if they can with the best advantage to themselves proceed with a given course of study.

The following hastily drawn directions were sent to Miss Dexter, and should be supplemented by another for the examination of the teeth. Any pain in the teeth or offensive breath should be reason for an examination of the mouth, and if decayed teeth are found a notice sent to the parent.

Many children are considered stupid or incorrigible who are simply suffering from some physical defect, some insanitary surroundings or bad habits. The physical defects can generally be removed, and the insanitary conditions and habits always, with a result of making useful members of society of those who might otherwise become dependents or criminals.

In order to accomplish this most desirable result, teachers should observe carefully the following directions:

If a child who is naturally bright and cheerful is cross and stupid, see that the air surrounding the seat is pure. It may

be in the corner there is dead air. Does the child know how to breathe? Is the pupil devoting time to study which should be to play? Are the child's home habits correct? Is there a proper amount of sleep, and is that sleep taken in a well ventilated room? Is the diet simple and nutritious?

A careful search will generally reveal the cause of the trouble, which should be corrected. If the fault is found in the home life, give kindly advice to the parents. The pupils should be watched carefully for acute diseases. A headache may indicate eye trouble or disordered digestion, or some of the acute contagious diseases and should be looked after. A sore throat is always dangerous, and generally contagious, and a child with it should be sent home or reported to a doctor. A fever, chill, cough, backache, or discharge from the nose should excite suspicion, and if severe, the child sent home or allowed to lie down in a rest room for an hour or more, and if the trouble continues, sent home. Any eruption is cause for sending the child home.

Adenoids are the cause of much trouble and are indicated by,—mouth-breathing, dull expression of the face, thick lips, pinched nose, inability to blow the nose, a thick tenacious mucous obstructing the nose, and a nasal twang to the voice. The mother gives a history of snoring at night, restlessness, and frequent attacks of cold in the head. The children are seldom robust, and in school are stupid and dull. Earache, deafness and discharge from the ears are common. They are easily removed by a physician and the parents should be notified and urged to have it done.

Testing the Eyes.—Snellen's test card should be used to test the distant vision, and at 20 feet the child should be able to read with each eye separately the letters marked "20 fett" on the card.

The near point of distinct vision can be tested with a card of 4½ point type and a foot rule. Children from five to ten years of age should be able to read the type at 2¾ inches; children from ten to fifteen at 3 inches and those from fifteen to twenty at 4 inches. If the sharpness of distant vision is below normal or the near point is too far away for the eye of the pupil, there is probably a defect of vision.

Children with red eyes or with their lids inflamed or covered with crusts along the edges should have their eyes examined to determine as to the infectious nature of the disease as well as to look for an error of refraction. Any eyes which turn either in or out should receive attention.

The test cards should not be exposed except during the test, as children would soon learn the letters "by heart." The card should be placed in a good light. Examine each eye separately. Hold a card over one eye while the other is being examined, but do not press on it, as pressure might induce incorrect results. Have the pupil begin at the top of the test card and read aloud as far as he can, first with one eye and then with the other. If the pupil does not habitually suffer from inflamed lids or eyes, or can read a MAJORITY of the XX (20) test type with each eye, and does not, upon inquiry, complain of HABITUALLY tired or painful eyes and headaches after study, his eyes may be considered satisfactory. But of he who habitually suffers from inflamed lids or eyes, or cannot read a MAJORITY of the XX (20) test type with both eyes, or habitually complains of tired or painful eyes or headache after study, a card of information should be sent to the parent or guardian.

The child's hearing can be tested by holding an ordinary watch 3 feet from the ear in a quiet room. If he fail to hear it with either ear there is some defect. He should also be able to hear perfectly an ordinary voice at the distance of 20 feet. Any discharge from the ear should be noted.

The following card should be sent to the parent or guardian when it is decided that the child is suffering from some physical defect or disease:

DEAR SIR:

After due consideration, it is believed that your child has some ———— disease, for which your family physician should be consulted.

It is earnestly requested that this matter be not neglected, as otherwise the child cannot attain the best results in school.

Respectfully,

————————,

Principal ———— School.

The word eye, ear, or adenoids can be inserted if either are suspected of being affected. These cards are only warnings and recommend treatment, but carry no obligation on the part of the parent or guardian.

Emma E. Stincen

"To those who know thee,
No words can paint,
And those who know thee,
Know all words are faint."
—HANNAH MOORE.

It is not often that we, the teachers of the San Francisco School Department, are called upon to mourn a loss as great as is the loss which not only we, but the entire community have sustained in the death of Miss Emma E. Stincen. We who knew her best, and loved her well, most realize what that loss is,—the loss of one who has left us the highest ideals of friendship, loyalty, and broad sympathy.

Entering the school department at an early age, she a few years after, as a recognition of her marked ability, succeeded her friend Mrs. Morgan as Principal of the Whittier Primary School, which position she filled for the greater part of her life.

At first that portion of the city was but sparsely settled, and the school was small. Gradually the neighborhood built up, and the school grew in size and in numbers until for some years preceding our city's great disaster, it was, numerically, the largest Primary School in the city. With the upbuilding of the school grew Miss Stincen's personal influence until she was regarded with confidence, trust, and love by all who surrounded her.

Many of the pupils of her youth became the parents of those who filled the class-rooms of later years,—and all looked to her for counsel and help, and she never failed them. She shared their joys and sorrows with them, and was enshrined deep in their grateful hearts, and sincerely do they all mourn with us.

We, her fellow-teachers, cannot, as yet, realize the magnitude of the loss which we have experienced. Would that there were many more of us, who having the best interests of teachers and schools at heart, would contrive to give as much of their time and strength for the advancement and protection of those interests as did Miss Emma Stincen.

She was among the first organizers and supporters of the Teachers' Mutual Aid.

When the Teachers' Annuity proposition was first mooted she was one of its most ardent advocates, and continued to be

so until the end. For many, many years there was not a session of our State Legislature that she did not spur us one and all to keep vigilant watch and guard, that there might be no tinkering with that section of the school law which secures to the teachers of San Francisco their life-tenure.

Many of us will not forget her indefatigable work as a member of that committee whose efforts obtained for us the salaries of which we had been unjustly and illegally deprived. She not only labored herself but had the faculty of stirring up every one else to work. She was endowed with marvelous energy and wonderful executive ability. For the advancement of any object which was ultimately to be for the good of the teachers she was tireless. She would work from early morn till late at night.

The younger more recent members of our teaching force, they who are reaping the benefits of many of these endeavors, know not the battles the veterans of our School Department have had to fight to secure for them many of the rights and privileges which they now enjoy, and ever in the vanguard was to be found Miss Emma Stincen. No trouble was too great, no sacrifice of personal comfort too onerous, if in the hour of need she could further a cause for her fellow-workers. "As a tower she stood four-squared to all the winds that blew."

When the earthquake and the fire desolated our city, the Whittier School was among those which were swept away. Later on when it became evident that the change in the character of the neighborhood at Fourth and Harrison streets from resident to business would render it unwise to establish a large school there, Miss Stincen was assigned to a school in what was considered a growing district. But her heart clung to the old school, the old associates. It was like the uprooting of a mighty kind of the forest, and transplanting it in a new soil.

As an active member of the Teachers' Relief Committee immediately after the earthquake we all know how earnestly, how bravely she bore her part—but all the calls, all the burdens which were laid upon her, proved too much for her delicate frail body, and so she passed away leaving a record for faithfulness, for consideration, for boundless charity—of a hand ever ready to help, of a big human heart full of sympathy and compassion.

The deep and lasting affection felt by those teachers who longest served under her, attests, through personal experience to her loyalty, her great unselfishness, her just and generous

treatment of them in recognizing merit and rewarding it as far as lay in her power, her always open conduct, her fearlessness for the right in assuming responsibility and upholding their authority, her "unremitting retention of high sentiments in obscure duties," and lastly her ever thoughtful regard for their highest welfare.

> A truer, nobler, trustier heart,
> More loving or more loyal never beat
> Within a human breast.
>
> —Byron.

Therefore, be it

Resolved, That we, the teachers, not only of the Mutual Aid Society, but of the entire School Department and County of San Francisco offer our sincerest sympathy to the family of Miss Emma Stincen for we feel that their loss is our loss. That we deeply appreciate that in the passing away of our dearly beloved colleague we have not only lost a leader from our midst, a thorough teacher, a noble woman, a faithful friend, but also one who cannot readily be forgotten by those who had the privilege of being associated with her.

Her work is ended, but its influence will live after her.

Truly may it be said of her,

Well done, thou good and faithful servant.

Resolved, That a copy of the eulogy and resolutions be sent to the family of Miss Emma Stincen.

Documents Granted by the State Board of Education June 15, 1908

HIGH SCHOOL LIFE DIPLOMAS.

Bartruff, Zoe Sara, Ventura; Brenizer, Pearl L., Los Angeles; Brookman, Thirmuthis A., San Bernardino; Brooks, Alton M., Los Angeles; Butler, Robert, Butte; Callender, Caroline M., San Mateo; Clark, Olive Eloise, Riverside; Cooper, Belle, Los Angeles; Dannals, Marion E., Los Angeles; Dole, Mary M., Los Angeles; Eckhardt, Clara Elizabeth, Santa Clara; Ely, Helen Heath, Los Angeles; Fitts, M. Louise, Los Angeles; Gilbert, Evie Myrtle, Santa Clara; Ginaca, Josephine P. L., Los Angeles; Hoose, Helen L., Los Angeles; Hudson, Florence Trevitt, Alameda; Kautenberg, Teresa,

Kings; McGahey, Mary W., Los Angeles; McPherron, Grace Adams, Los Angeles; Meredith, Mary C., Los Angeles; Miles, George W., Ventura; Murray, Frances, Alameda; O'Connell, Ella J., Alameda; Pierson, Charles J., San Diego; Rea, Harry A., San Bernardino; Reynolds, Henry P., San Bernardino; Sanders, Nathaniel, El Dorado; Smith, Clara H., Los Angeles; Ward, Edith Grace, San Bernardino; Webb, Margaret, Alameda; Weslar, Willard Howard, Contra Costa; Williams, Helen W., Ventura; Ziegler, Clara Louisa, San Bernardino.

GRAMMAR SCHOOL LIFE DIPLOMAS.

Adams, Stephen T., Los Angeles; Allen, Jennie A., Alameda; Ardley, Marcia S., Napa; Arnoldy, Matilda A., Merced; Asher, Josephine M., San Bernardino; Bancroft, Gertrude Collins, Glenn; Barnes, Adda L., Los Angeles; Bates, Alice L., Los Angeles; Bates, Elizabeth, Los Angeles; Bell, Evelyn, Napa; Birdsall, Anna Mae, Los Angeles; Black, Lois M., Ventura; Boening, Marie, San Bernardino; Bossuet-Lewis, Mrs. Clara, Los Angeles; Boyd, Jennie Robertson, San Bernardino; Brooks, Bertha Melita, Los Angeles; Brown, Frances A., Riverside; Brown, Pearl Mantia, Los Angeles; Bryant, Alice L., Los Angeles; Campbell, Lura Myrtle, Siskiyou; Canniff, Edith, Los Angeles; Carr, Mary C., Alameda; Casassa, Rose I., San Francisco; Cerf, Rebecca, Alameda; Claypool, Mildred, Los Angeles; Clark, Ida Helena, Riverside; Cleary, Regina F., San Francisco; Cobb, Lizzie Belle, Los Angeles; Cole, May, Yolo; Cook, Elizabeth J., Santa Cruz; Corell, Mrs. Nell, San Joaquin; Cranley, Mary, Butte; Curry, Eltha, Los Angeles; Daugherty, Mabel C., Butte; Davis, Martha E., San Bernardino; Dougherty, Josie C., San Benito; Dennis, Grace L., San Joaquin; Dimmitt, L. Mabel, Los Angeles; Doan, Ethel, Los Angeles; Downing, Adalia J., Kings; Drake, Ethelda A., Los Angeles; Durkee, Florence Ella, Los Angeles; Ehrlick, Rose H., Santa Clara; Elskamp, Leo, Napa; Elzy, Maybell N., Alameda; Fenton, Ella R., San Francisco; Fernald, Grace Gay, Alameda; Fleming, Elizabeth C., San Francisco; Flynn, Alice R., Sacramento; Frechette, Emma, El Dorado; Frye, Joseph C., Santa Clara; Gann, Gertrude E. Downie, Mariposa; Garrod, Mary Creffield, Santa Clara; Goodfellow, Adelaide J., Sacramento; Grover, Bradley, San Joaquin; Gruwell, Mabel, Los Angeles; Hill, Frances Evelyn, Ventura; Hendricks, Margaret, Fresno; Herrin, Nellie E., Butte; Hickey, Isabelle, Kings; Hoagland,

Clara M., Alameda; Hockenyos, Wilhelmina, Los Angeles; Hogan, Helen M., San Francisco; Holmes, Elizabeth T., San Francisco; Horton, Clarinda, San Joaquin; Howlett, Maud P., Los Angeles; Holburn, Mary C., Santa Clara; Jacobsen, Lillian H., Alameda; James, Beatrice M., Nevada; James, Margaret, Los Angeles; Janes, Hattie E., Fresno; Jennings, Jane Orrell, San Diego; Johnson, Clara W., Los Angeles; Johnson, Gertrude W., San Bernardino; Johnson, Willamette, Los Angeles; Johnston, Lucy Katherine, San Diego; Jones, Adelaide, Los Angeles; Juhl, Catherine A., Monterey; Juth, Ema C., Monterey; Kellogg, Leda Fay, Solano; Kendrick, Mary E., Los Angeles; Kerr, Emma, Los Angeles; Kimbell, Mrs. Ida M., Riverside; Loyd, Delleada S., San Bernardino; Luttrell, George Emmet, Siskiyou; Lyon, Sarah W., Los Angeles; Macy, Ala Alma, Los Angeles; Mayes, Maude Elliott, San Diego; McArthur, A. May, Solano; McCaskey, Mary E., Siskiyou; McCormack, M., Blanche, Los Angeles; McFadden, Alice Eleanor, San Bernardino; McKenzie, Margaret Emma, San Joaquin; McQuarrie, Mary, Los Angeles; Mignon, Helen Leonie, Monterey; Mitchell, Myrtle Mary, Merced; Moak, Mary F., Butte; Mortenson, Mattie, Los Angeles; Mott, Amy Searing, Alameda; Moyer, Cora L., Butte; Niles, Edna, Sacramento; Norwood, Julia Alouise, Placer; O'Neil, Nelle Foley, San Francisco; Pankey-Glines, Dora, Orange; Parsons, Mrs. Nellie, Nevada; Patrick, Annie, San Diego; Patton, Rose V., San Bernardino; Perry, Emma Estelle, Los Angeles; Porter, Roy, Los Angeles; Preston, Charlotte M., Orange; Prickett, Sarah, Los Angeles; Rains, Edith O., San Bernardino; Reardon, Catherine C. E., Fresno; Rehwold, Grace, Riverside; Rice, Mrs. Ida, Santa Cruz; Richards, Murial M., San Francisco; Robinette, Mary, Los Angeles; Robinson, Bertha I., Humboldt; Rolph, Estelle M., Los Angeles; Schlein, Walter C., San Benito; Sloan, Harriet, Los Angeles; Smith, Gertrude, San Joaquin; Smith, Winifred Claire, San Bernardino; Southwick, Lura M., San Diego; Sproat, Ada R., San Diego; Stanley, Stella, Orange; Stein, Myrtle G., Los Angeles; Steinbach, Margie C., Yolo; Stewart, Lena M., Los Angeles; Stewart, Norman Guy, San Bernardino; St. John, Edna, Riverside; Strand, Anna, San Bernardino; Summers, Ethyl Berenice, Merced; Sweeney, Mary A., Sacramento; Tatham, Elsie Pendergrast, Santa Clara; Titsworth, Bertha E., Riverside; Trewhitt, Jennie A., Kings; Van Winkle, May, Los Angeles; Waggoner, Estella P.,

Alameda; Ward, Berdena A., Sacramento; Ward, Marian L., San Bernardino; Welker, Luella Barnum, Siskiyou; Wentworth, Maude Belle, Alameda; Weymouth, Ella L., Alameda; Wheeler, Bonnie, San Francisco;; Whelan, Mary E., Los Angeles; Wilkinson, Mary Barcroft, Mariposa; Williams, Carrie F., Alameda; Williams, Elsie, Fresno; Wood, William C., Alameda; Woodrow, Eva May, Santa Clara; Woodward, Eva Elizabeth, Butte; Wooldridge, A. Tessie, Placer; Yates, Mabel, Riverside.

KINDERGARTEN-PRIMARY LIFE DIPLOMAS.

Gray, Mrs. Carrie B., Fresno; Rowell, Mary Grace, Los Angeles; Toll, Carrie Estes, Sacramento.

SPECIAL LIFE DIPLOMA.

Dawson, Kathryn Grace, Alameda.

NEW ISSUE LIFE DIPLOMAS.

Cooley, Ida M., San Bernardino; Cunningham, Grace, Mendocino; Ledyard, Mary F., Los Angeles; Sickal, M. T., Contra Costa.

UNIVERSITY DOCUMENTS.

Chase, Edith E., Yolo; Clark, Alice Mildred, Santa Cruz; Dye, Amy G., Solano; Garrison, Noel H., San Joaquin; Jenks, Belle B., Los Angeles; Moody, Grace Emily, Santa Cruz; Steele, Rachel L., Los Angeles.

NORMAL DOCUMENTS.

Andrews, Natalie Davis, Santa Cruz; Bagley, Ada Elaine, Kings; Bryan, Marion E. L., Siskiyou; Cartwright, Nellie M., Los Angeles; Davidson, Mary M., Siskiyou; Draper, E. Beryl, Santa Clara; Fraser, Lovett K., Alameda; Garwood, Lela, Los Angeles; Hutchinson, Julia P., Los Angeles; Kennedy, Laura S., Yolo; Kidwekl, H. Idelia, Butte; Lake, Nina Emeline, Glenn; Laubersheimer, Mary Babcock, Los Angeles; Lea, Ermal, Los Angeles; Mignon, Helen Leonie, Monterey; Mills, E. Louise, Los Angeles; Mills, Nita H., Los Angeles; Moore, Harriet A., Los Angeles; Moyer, Cora L., Butte; Noble, Mrs. Walter M., Los Angeles; McEnerney, A. Evelyn, Solano; Resseguie, Emma, Alameda; Robinette, Mary, Los Angeles; Short, Amy Furlong, Alameda; Thompson, Gladys, Los Angeles; Thompson, Stella Moore, Los Angeles; Wilson, Mabel, Los Angeles;.

Western School News.

Meetings.

The California Teachers' Association will meet at San Jose December, 1908. Fred T. Moore, Alameda, President.

Northern California Teachers' Association. Marysville; F. E. Freeman, Yuba City, Cal., Pres.

Southern California Teachers' Association will meet December, 1908, at Los Angeles. Duncan Mackinnon, San Diego, President.

National Educational Association, Denver, Col.; Dr. W. G. Harvey, President; Irwin Shephard, Secretary, Winona, Minn.

NOTES

The Pacific Coast Association of Chemistry and Physic Teachers held a meeting at California Hall, U. C., Saturday, July 26.

J. H. Strine, ex Secretary State Text-Book Committee, and ex County Superintendent of Los Angeles County, has been nominated for the Legislature from Los Angeles County.

W. H. Housh will represent the Los Angeles city school department in the Mosely party to inspect the schools of England and the continent and has been given two months' leave of absence with pay.

Frank F. Bunker, the new superintendent of the Berkeley schools, has issued the statement that the schools of Berkeley must be placed upon a professional basis. Social and political influences are to have no weight with the present administration.

Miss Jane Brownlee, who lectured in many parts of California three years ago, will return to this state in February and fill engagements. "The Brownlee System of Child Training" is the title of a pamphlet which may be obtained for ten cents from George W. Holden, Springfield, Mass.

Leila France McDermott has set to music and published "Seven Heart Songs" which include "Poet and Lark", "The Year's Sweetheart", "Rock Little Nest", "The Star and the Brook", "You May Guess", "Rock a Bye Boy" and "Baby Pink and White". These songs are printed in neat form and sold at $1.00. They are suitable for schools. Copies may be obtained at The Elite Music Co., San Francisco.

The farmers who are engaged in general agriculture should be at Davis in Yolo county for the three weeks beginning October 12th next, when the short courses in agriculture on the University Farm are under way. An especial feature at this time will be practical instruction in irrigation, forage crops, cereals and sugar beets. In addition to the large portion of the Farm which is now under the ditch, thirty acres are now under the direct control and experimentation of the U. S. Department of Agriculture. Many experiments in seepage,

evaporation, methods of applying water, etc., are under way and the farmers may have advantage of them all. The state is making an annual appropriation of $5000.00 to better the quality and quantity of our cereals. Forty acres and more on the Farm are devoted to this work, and much good is being accomplished. Grain Grower! Go to see and hear what is being done for your benefit. The sugar-beet men will also learn much more that will help them. No man in the country is better qualified to instruct on California forage crops than Director Wickson of the Agricultural Experiment Station. He will give a course on this topic, which is so vital to all the California Agriculturists. If you want to know more about the Short Course in Agriculture, write to the University Farm at Davis, California.

One of the best aids in teaching English to foreign speaking children, is Power's graded Speller. Published by J. B. Lippincott Co., Philadelphia.

Pres. David Starr Jordan of Stanford University has gone to Eastport, Maine, where he will undertake in conjunction with Commissioner Batado on behalf of Canada, an exhaustive investigation of the fishing industry on the border waters between the United States and Canada.

Supt. Duncan MacKinnon of San Diego attended the convention of the National Educational Association at Cleveland. He will also go to New England to visit his mother, whom he has not seen in sixteen years.

The corner-stone of the new High school for Modoc County was recently laid with imposing ceremony at Alturas. Dr. William A. Merrill of the University of California was the principal speaker.

If teachers or others wish to get a perfect-fitting tailor-made suit at very reasonable rates, they should call and see Mr. Jacobs of the Parisian Ladies' Tailoring Co., 1103 McAllister street.

C. E. Cox, 757 Golden Gate avenue, will send you any book you want and give you good discounts. Mr. Cox has been a leading teacher, and is a brother of E. M. Cox, formerly City Supt. of Santa Rosa. If you want to buy or sell books, new or old, address C. E. Cox, 757 Golden Gate avenue, San Francisco.

Dr. S. E. Lynd will open the new College of Arts and Crafts at Montara, September 14, 1908. Students will be received at the rate of $30. per month for room, board, tuition, washing, etc.

Dr. R. S. Woodward, president of the Carnegie Institute, is on a visit to the Pacific Coast.

Over one hundred teachers of the U. C. Summer School visited Luther Burbank recently.

The April issue of the University of California Chronicle is a valuable number and is a credit to the State.

A visit to San Francisco on the part of teachers is not complete unless something is given to the study of the work that is being done by the San Francisco State Normal School.

The new College of Arts and Crafts will open at Montara, Sept. 14th. Boys and young men will be given a practical education for $30. per month. This includes room, board, tuition, washing, etc. For particulars address Dr. S. E. Lynd, Director, Montara, San Mateo, county, California.

Moore & Miner's Bookkeeping has been adopted for use in the San Francisco schools. This is a fine system, and is based on modern pedagogical ideas. The method is practical and makes thinkers, not imitations.

W. C. Doub has succeeded in having his history adopted for use in the new state Oklahoma, also the new speller.

BOOK NOTES.

The Sunbonnet Babies Primer is one of the most successful first year books ever published. Later, its companion, The Overall Boys, by the same author, appeared. Not every first year teacher knows that The Overall Boys is also a primer, and quite as captivating, in its way, as the famous Sunbonnet Babies. Rand, McNally & Company have been prolific in this matter of primers, being publishers of no fewer than five of the best sellers. The other three are The Outdoor Primer, The Holton Primer and The Sprague Primer, each in its own way setting the pace in the beauty of its binding, illustrations and make-up.

Japanese Folk Stories and Fairy Tales by Mary F. Nixon-Roulet is a collection of thirty-four popular stories from the mythology and folk-lore of Japan, few of which have ever before been told in English. They are here retold in a simple and pleasing manner which is well adapted to interest children in the strange and unfamiliar fairy tales of the Land of the Rising Sun. The book is intended for supplementary reading in the fourth and fifth years. American Book Co., publishers. Price, 40 cents.

In "The Lamb Shakespeare for Young People," based on Charles and Mary Lamb's Tales from Shakespeare, there have been inserted skillfully within the setting of prose those scenes and passages from the play which every child should know.

It is believed that this form of presenting the chief plays to the young will, in accordance with a widely expressed wish from many educational experts, commend itself to teachers and others. Professor I. Gollancz, editor of "The Temple Shakespeare," is the general editor of the Series.

Each volume will be illustrated by reproductions of the chief scenes of the action as they would be visualized by the young,

while a further feature is made of songs from the plays set to the best music arranged for school use.

The following plays are now ready: "The Tempest," "A Midsummer Night's Dream," and "As You Like It"; in press: "The Merchant of Venice," "King Henry V," and "Twelfth Night." The books are very attractively bound with special cover design, cloth gilt 80 cents; limp lambskin, $1.00 net. Publishers, Duffield Company, New York.

Swift's Gulliver's Travels Retold by James Baldwin. Published by the American Book Co. Price, 35 cents. In this new volume of the well-known and popular Eclectic Readings, Dr. Baldwin has rewritten the famous voyages especially for children in the second and third years in school, preserving as far as possible Swift's own simple and unadorned style and retaining much of his inimtable humor. The illustrations are especially attractive and amusing.

WHAT THEY SAY.

Superintendent C. F. Carroll, Rochester, N. Y.: To be anything less than a professional teacher inspired by professional aims and methods will ere long be practically impossible.

Superintendent I. Freeman Hall, North Adams, Mass.: Constant watching destroys originality and elasticity in the pupil, but the right attitude of mind in the soul of the teacher is the purifying fire in the mind of the pupil.

Superintendent Corwin F. Palmer, Andover, Mass.: The teacher must be capable of friendships with children. If she is not able to secure this, the most delightful compensation of her calling, she is to be pitied. She is out of place in the schoolroom.

President J. H. Hill, State Normal School, Kansas: Some day people will be moving from the city to the country to educate their children. I would like to see large central schoolhouses, each containing an auditorium which could be made a social center for the entire community.

Superintendent H. D. Hervey, Malden, Mass.: The manual training of the future, however, will not be a subject strongly differentiated from what is now known as "regular work." ... It will be made the handmaiden of every subject and so dovetailed and interrelated that the old distinction between headwork and handwork will utterly disappear.

Luther Halsey Gulick, M. D., President Playground Association of America: A fundamental condition for the permanent development of a free people is that they shall in childhood learn to govern themselves. Self-government is to be learned as an experience, rather than taught as a theory. Hence in a permanent democracy adequate playgrounds for all the children are a necessity.

"California, Queen of Old Columbia," is the most popular song for California schools yet published. It has been recommended by many of our best musical and literary critics. Price, 10 cents. Address Mrs. Jennie L. Thorp, Healdsburg, Cal., or The Whitaker & Ray Co., 141-145 Grove street, San Francisco.

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September, 1908

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"EVERY MOMENT LOST IS AN OPPORTUNITY FOR MISFORTUNE"

THE WESTERN JOURNAL OF EDUCATION

HARR WAGNER, Managing Editor

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The Western Journal of Education

SEPTEMBER, 1908

The High School Teacher's Equipment

The secondary school is pre-eminently the place where the boy or girl is brought into contact, not only with new forms of knowledge, but with new ideas, new ideals, and new methods of work and of investigation. It is the place for the broadening of the boy or girl in culture, appreciation, and insight no less than in knowledge. It is these new ideals, new methods of work, and increased culture and appreciation which gives point and effectiveness to the whole secondary school training. While they are inseparable from knowledge, they are worth even more than the knowledge which the school imparts.

When one thus considers the secondary schools, either from the point of view of the needs of the adolescent or from the point of view of the subject matter to be taught, one can scarcely over-emphasize the importance of the proper preparation of the high school teacher. Just as we emphasize the need of broader knowledge and culture for the teacher in the elementary school, in order that she may know more than she is expected to teach and be able to make her teaching broader than the mere course of study or the text-book she uses, so must we insist that the teacher for the secondary school shall know more and shall have had a broader and more extensive training than that offered by the secondary schools themselves or by the normal schools of the State.

Much of the work of the high school of today, with its elective courses, many subjects of instruction, and advanced instruction along certain lines, is fully as advanced as that done in the first year of the college course. Unless the teacher in the high school has come in contact with men who are masters of their subjects, has caught something of the masters' spirit of dealing with the great truths that lie in his field, and has learned something of that method which,

after all, is only organized common sense—which men of larger scholarship apply to the solution of difficult problems, he is not likely to carry much of a message to the young people who come under his direction in the secondary school. This practically demands that the teachers in our secondary schools shall be college graduates, and shall have prepared themselves specially for the work which they propose to do. The secondary school itself does not offer such opportunities, and our normal schools, devoted as they are and ought to be to the preparation of teachers for the elementary schools, cannot adequately give such training.

The secondary school teacher is distinctively in need of three things, viz.; (1) broad general knowledge, (2) special knowledge, and (3) professional knowledge. Other things being equal, the broader the teacher's general knowledge the more useful he will be. This general knowledge, or broad liberal culture, is largely a product of opportunities and experiences. Larger educational opportunities in an atmosphere of scholarship and culture, with travel, are the best means of securing it.

Special knowledge of an advanced nature in the fields in which the candidate proposes to teach is an absolute necessity. It cannot be emphasized too much that the person who desires to teach in our high schools must know that which he is to teach. One of the best guarantees for successful teaching, though by no means an absolute or a sufficient one, is that the candidate shall have made careful preparation for the work of instruction in a given subject. One of the greatest weaknesses and reproaches of our American secondary schools today, is the altogether too common lack of any adequate preparation on the part of the teachers, and the general indifference of the State in the matter.

In addition to general and special knowledge, the prospective teacher needs professional knowledge. By professional knowledge is meant professional preparation for the actual work of instruction and a professional attitude toward the work of the public secondary school. To this end the prospective high school teacher should be required, during the last two years of his college course, to make a somewhat general study of the work and problems of public education in a democratic society such as our own; the work, purpose, and special problems of secondary education, with some comparison with conditions in a few European States; the

psychology of instruction and of the adolescent period; special teachers' courses in the subjects in which recommendation is sought; and some practical experience (how much is needed will vary greatly with different individuals) in instruction and class management. It would be well if the candidate in addition should know something of the history of education, and especially the history of education in our own country. The history of education is placed last because it is largely cultural and inspirational, instead of technical.

One of the most important legislative steps to be taken by most of our States in the matter of certificating teachers is the complete separation of the credentials necessary to teach in a high school from those necessary to teach in an elementary school, and the erection of distinctly higher standards for the high-school certificate.

In the erection of such a special certificate for high school teaching we obviously cannot depend upon the written examination. The standard of competency in general, special, and professional knowledge set above practically demands that the secondary school teacher shall have had a college education, or its substantial equivalent. To examine the candidate on the subjects studied in the college would be not only almost impossible, but ridiculous as well. To attempt to enforce the higher standard by an examination given on the subjects to be taught in the high school will also fail, for the reason that the high school graduate, fresh from his studies, can almost always pass the examinations more easily and with better grades than the college graduate. The result will almost always inevitably be that in certain localities there will not be a college graduate in the high schools. This was clearly the experience of California under the old optional examination plan, and was one of the strongest arguments which led to the abolition of the examination for the high-school certificate. The only safe way for a State to do is to make the possession of a degree from some reputable college an absolute prerequisite for high school teaching, and to grant high-school certificates only to those who, in addition to the degree, present evidence of special and professional preparation for the work of teaching in secondary schools.

In many of our States the absolute enforcement of such a requirement would not be possible at present, but in almost every northern and western State a movement looking in that direction is possible now. The first step in the process is

the definite recognition of secondary-school work as a field which demands special and additional preparation, and the separation of high school certificates from elementary certificates. The former should then be based on higher educational standards, and college diplomas and other evidences of preparation should be recognized as the full equivalent of the subject-matter examination. A movement looking in this direction is now under way in Iowa, Illinois, Colorado, and Florida. The second step in the process, to be taken as soon as the supply of properly educated and trained teachers equals the demand, is to diminish in frequency and importance and finally to eliminate entirely the subject-matter examination, and thus make the possession of evidence of education and training an absolute prerequisite for the granting of a high school certificate. When such conditions come to prevail somewhat generally, and not until then, can we be said to have an educated and a professionally trained teaching force in our secondary schools. In the matter of fixing standards California can offer other States much that will prove useful by way of precedent and example.

ELLWOOD P. CUBBERLEY.

The High School Course.

DR. DAVID STARR JORDAN.

High School Section.

It has been lately said that the weakest part in our educational system is the high school. It has less unity in theory and less definiteness in practice than any other, and those who have charge of its administration are less sure that they are doing the right thing, than is the case with other types of schools. "As a forcing house between grammar school and college," says a recent writer, "the high school hasn't time to do anything very well." Hence it may be well to try to do fewer things, thus saving time to do some things better.

If we were to start at the beginning of education, discarding the results of tradition and of half-hearted experiment, what should the high school do? By high school we mean the four years of school life from the age of 13 or 14 to that of 17 or 18, resting on the primary and grammar school on the

one hand and presumably leading to the college on the other, in most cases the last of the years in which a student lives at home and goes to school.

It has these duties clearly indicated: to give a rounded development of physical and mental powers, so that no line of talent shall perish by default; it should indicate and emphasize that form of ability which will count for most in the conduct of life and it should do its foundation work with such thoroughness that the higher education may be built upon it with the certainty that the attainments shall be solid so far as they go. This is all that the colleges and universities have the right to ask, and for them to specify certain classes of subjects regardless of the real interest of the secondary schools and their pupils is a species of impertinence which only tradition justifies. To demand thoroughness of secondary instruction and to enforce this demand in any practicable way is the duty of the college, but the question of what the high schools shall teach is a question for these schools to decide for themselves. In general, the high school graduate who has a training worth while in the conduct of life is also fitted to enter college for further training.

PARTLY ELECTIVE SYSTEM.

In general, too, the high school must consider its individual students. A well rounded training for one is a very lopsided discipline for another, and the development of special interests must not be overlooked. For these reasons a considerable range of choice is necessary in a good high school. This does not, however, imply an elective system such as the colleges have found necessary. In an ideal high school system the election should be mainly in the hands of the teachers. But at the same time the wise teacher makes sure that the student maintains a continuous interest in something. The lack of such sustained interest is the main reason why most of the boys drop out of the high school to get where they will be doing something dealing with things, not words.

IN TOUCH WITH REALITIES.

It is clear that even yet, with all the encroachments the sciences have made, the study of words still fills too large a part in our secondary schools. The traditional college education was a training in words. It is easier and cheaper to

teach language than anything else. The average child learns words by note while other subjects demand a more complex method, and the tendency is to fill the child with words regardless of the dyspepsia and disgust the abnormal diet may produce.

In my judgment, with the average student and especially the average young man, some study of natural science ought to go with every year in the school. The child is surrounded by a world of actualities, each producing a definite effect on his sense. In an out-of-door world, he recognizes that external things are real. He knows that the sun rises in the east, and he soon learns the various phases of woodcraft and fieldcraft—how to comport himself in the present of realities. The constancy in these relations gives to him a kind of moral training, and the knowledge he obtains he wins at first hand. It is acquired in terms of his own experience and in such terms all real and helpful knowledge must always be stated.

NO IMITATION NATURE STUDY.

In our cities we cannot replace the training of the farm, the knowledge of the woods and hills, but we can continue to give, in some degree, the essential part of it—contact with realities and extension of knowledge in terms of experience. This is through real contact with animals, plants, rocks, chemical compounds and physical instruments, and a well conducted scientific laboratory has the same value as out-of-doors experience, with the great addition that it can be made systematic and therefore effective for power. The value of genuine nature study, study of science in out-of-door laboratories is of the very highest order. Not so the imitation nature study, the study of sentimentalisms about nature, of nature words smothered in painted adjectives, now popular in some quarters. Of still less value are the nature books written as potboilers by men who would turn out dime novels or problem plays just as cheerfully if the literary current set in that direction. The student of realities in nature and the "nature-fakir" are not on speaking terms with each other.

Once the student cuts entirely loose from real objects, and spends his days among diacritical marks, irregular conjugations, and distinctions without difference, his orientation is lost. He loses the distinction between what is inherently true and what is true by agreement among men. He does not go far enough to touch bottom again in the real science of phil-

ology. And the average American boy quits the high school in disgust because he cannot interpret its work in terms of life—he cannot see how its work is related to the world of things as they are.

As to the relative value of the sciences, that is a minor question. Those sciences are best which give largest play for observation and judgment. Those sciences are best which can be taught best, with most accuracy and enthusiasm. In general, it is better to teach one science well than two imperfectly, and the reason for teaching any science is its helpfulness to the mind, not the fact that there may be money in knowing it. But to have any value at all the science we teach must deal with realities, not book-science. If you study nature in books when you go out of doors you cannot find her.

TRAINING FOR A MOTOR PEOPLE.

And this, too, is a reason why manual training of some sort ought to form some part of every well-balanced school course. Training of the hand is really training of the brain. This is a motor world we live in—a world in which men do things. We of America are pre-eminently a motor people. We do things. What can I do with it is the first interest of every child. And to learn to do things with the hand is of greater value as mental training than the disentanglement of phrases, or the memorizing of lists of irregular verbs. The development of manual training of some sort for all boys and girls will represent the greatest immediate forward step in secondary education. But the purpose of this training must be intellectual, not to teach a trade, and only secondarily to fit for the engineering courses of the universities.

MASTERY OF ENGLISH IS ESSENTIAL.

As the third of the three most important duties of the high school I would place the mastery of English. The student ought to learn how to write good English—clear, accurate and straightforward. He should read enough good English to know it when it is written. He should study poetry enough to know what it is about, and if he is to do any memorizing, there is nothing that enriches the mind so much as the memory of good verse. I do not know how good English can be taught. Most of the students who use it seem to have

grown up in it rather than to have acquired it in the schools. But it is the most important tool of every man who possesses it. It is wanted in every profession, in every walk of life. The high school course of every man who acquires it must be judged successful, and no pains should be spared to emphasize its importance. How to give this power is another question. Probably the real teacher of English, like the poet—which indeed he must be—is born, not made.

The rest of the high school course has a minor claim on our attention. Algebra and geometry have a high practical as well as definite intellectual value. These constitute moreover the only door to the profession of engineering. History may be learned in the high school but its significance is mostly seen later. The practical demands of intelligent citizenship seem to call for modern history, elementary economics and civil government as high school subjects. Besides, those who do not go to college will read no history they do not begin in the high school. The languages, ancient and modern, have a high value to those who can master and use them, for every new language opens to a man a new world and the influences of a new civilization. Most high school students get very little from any of them, and the one intellectually most important—the Greek—is practically excluded from our secondary schools as being of least practical value. Without in the least underrating the value of Latin to "Roman-minded men," who make a manly use of it, there is no doubt that the average American high school boy gets less out of Latin than out of any other subject in the curriculum. We may regret this but we must face it as a fact. For the rest, drawing ought to have a place in the course if only for its value as an aid to observation. "A pencil is one of the best of eyes," as Agassiz used to say, and drawing is one of the means of expressing observation in terms of action.

In brief, the American high school ought to limit the range of its activities so as not to do too much at the expense of thoroughness. It ought to broaden its range so as to give to each boy or girl what is individually best, and it ought to keep in touch throughout with realities, with the power of doing things, and it ought to cherish as its choicest art, the cultivation of the power of clear, accurate and original expression in the greatest of all languages, which is our own.

Medical Supervision of Schools and Colleges*

BY ERNEST B. HOAG, A. M., M. D., Pasadena, Cal.

Medical Director of Physical Examinations in Throop Polytechnic Institute and the City Schools.

In every school, in every community, are children who are working under the disadvantage of some physical defect. Such defects when not corrected usually, if not always, react upon the mind, so that eventually such children become both mentally and physically defective.

According to Dr. Allport of Chicago, there are about 16,000,000 children in the United States who suffer from some form of eye, ear, nose, or throat trouble "which impedes their school progress, and a vast majority of such abnormal conditions can be either cured or materially alleviated by early medical interference."

We should also remember that many other defects may be detected, such as heart trouble, skin diseases, mal-nutrition, bad teeth, and various nervous disorders. Over 50,000 children leave school every year because of physical disorders, and such children furnish a large proportion of our degenerates, our poor-house inmates, our criminals, and swell the lists of our charitable hospitals.

If parents were sufficiently wise in matters pertaining to health, physical examinations in schools would be quite unnecessary. But even among the best educated classes of people such is not the case. We are concerned here with *facts* not with *theories*.

A properly qualified Medical Officer will discover many physical difficulties which would otherwise be overlooked and which in time might cause great suffering and much expense. In the end, even where medical supervision is well paid for, as it should be, the saving to the public is very considerable and the measure proves to be one of real economy.

Among the most common troubles discovered among children are following:

Defective eyes, ears, throats, nasal passages, hearts, teeth, mal-nutrition, enlarged lymphatic glands, nervous disorders, digestive disorders, various deformities, skin diseases and contagious diseases.

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*Reprinted from California Medical and Surgical Reporter of March, 1908.

To allow a child to suffer from the evil effects of diseased tonsils or from obstructions in the nose so that he is continually forced to "mouth-breathing," and is subject to sore throat, catarrh, deafness, etc., not to mention the other serious disorders which are too commonly found, is nothing short of criminal carelessness.

Many a child is accused of stupidity when in reality he is slowly suffocating from obstructions to normal breathing.

Defective hearing usually renders a child stupid appearing; defective eyes frequently cause headaches and lay the foundations for nervous diseases.

When a child is well he is rarely unruly, fretful, capricious, or disobedient. Parents who, to claim any rights to parenthood, ought to know something about protecting the health of their children, are much more frequently to blame for the apparently bad behavior of their children than most people realize.

Children are scolded for hundreds of things which they cannot help. The physically abnormal child is rarely a good child. Let parents complain less about unruliness in their children and do more for their health, and they will be astonished by the results.

It is a fact that really well people, young or old, are seldom very bad people. Good health and good actions are first cousins.

If every teacher who finds pupils that are particularly troublesome would take pains to investigate the cause of the trouble, she would frequently discover definite physical reasons, or perhaps less definite causes in faulty methods of living in the children's homes.

A badly nourished child, a child who sleeps too little, one who remains indoors too much, one who lives in badly ventilated rooms, or one who studies too much out of school hours, will always give evidence of such abnormal life in the school. The writer is opposed from a standpoint of health to any child under 15 years of age studying at all out of school hours. Such time is always more profitably employed in healthful well directed out-of-door play.

Play is normal to every young individual, and the one who does not play a large share of his time is absolutely abnormal. A child's progress depends much less upon the amount of time

spent in study than upon the *manner of study. The playgrounds is of far more importance in a child's education than the school room.* Proper medical supervision of schools will investigate all of these conditions in the life of the child.

It is not sufficient to know that no obvious physical defects are present, but when properly done, such investigation must include a study into the character of the child's whole physical life.

Probably the most complete and successful methods of Medical Examination have been carried out in New York City, and as indicating what has been accomplished there, the following brief outline of a recent report by Dr. John Cronin is given here.

Medical inspectors for the Public Schools were first appointed in New York in 1894, but their duties consisted only in examining children suspected of having contagious diseases. In 1901 nurses were added to the corps of inspectors whose duties consisted in promoting cleanliness and in treating minor ailments especially of the skin and eyes. The duties of the medical inspectors were then enlarged so as to include a more extended examination of the children. The results of this change were so satisfactory that in 1905 the doctors began a systematic examination of each child for the condition of the general health which included an observation of deformities and the condition of his heart, lungs, nervous system, mental, status, teeth, nose, throat, eyes and ears. If any defect or disease was found the parents were notified and advised to consult their own doctor. Dr. Cronin goes on to state that "While these notifications are purely advisory, and no compulsion is attached to the matter, the authority of the Department of Health is such that few parents of intelligence neglect the warning.

Of course there are always some people who raise the cry of "paternalism," and who object to any interference in their private affairs by officials of the city. Such people insist upon their alleged inalienable right under the Constitution of the United States to have diseased or weak-minded children and to allow them to grow up as defective citizens.

Compulsory care for the child's health is just as necessary as compulsory school attendance. In about 99,000 children examined in 1905, about 65 per cent needed some kind of

medical attention. Thirty per cent of the total number needed correction of eye defects; over 38,000 had swollen lymph glands in the neck indicating past or present trouble; over 18,000 had diseased tonsils; about 10 per cent had adenoids which obstruct breathing and interfere with both physical and mental development. Sixteen hundred and fifty-nine children had heart disease; 1039 had lung disease; deformities were found in 2347; mental deficiency was discovered in 2476.

In view of such facts as these, what can be said to those parents who claim that interference in matters pertaining to health is presumptous and undesirable?

Investigation has shown that 95 per cent of backward children and those mentally deficient have remediable physical defects. Moral obliquity, says Dr. Cronin, of which truancy is the first manifestation in school life, goes hand in hand with physical defects. The record of the Children's Court in New York and of the similar Court in Chicago showed that nearly all the youthful criminals that were brought to these courts were truants, and what is more, that 85 per cent of these children were physically defective. Dr. Cronin also brings out the fact of great importance that the total number of those engaged in child-labor is swelled from the defective class, because this class of children leaves school early on account of their physical disabilities. Another point of much interest is that poverty is seldom the cause of a child leaving school. In summing up these investigations which are of very great value Dr. Cronin states that physical defects exist in about 60 per cent of New York City School children; that such defects go hand in hand with a large number of children in a family both among rich and poor; that the earning capacity of a child which leaves school early because of defective health is diminished fifty per cent.

In my own work in a large Polytechnic Institute, the results of the physical examinations of students show that at least 20 per cent are defective, and this in spite of the fact that these students are of the High School or College age and from well-to-do families. In common with some other investigators I have found that defects in vision become more frequent as one passes from the lower to the higher classes. In the Public Schools I find that at least 30 per cent of the pupils need medical attention and that fully 85 per cent need

the services of a dentist. It is not enough to establish medical supervision of public schools, but this is also necessary in every school, and in colleges. Many careers have been ruined by physical break-downs so universally attributed to *over study*. It is not over study which breaks the health of students, but a condition of health which does not permit an individual to meet normal standards of requirements. How frequently one sees young men and women in the High School and College dropping out with incipient tuberculosis, wrecked nerves, eye-defects, and the like, when little common sense attention to physical conditions might have prevented such disasters. Of what use are play-grounds for the public schools and gymnasiums for the colleges if physical conditions are present which exercise alone cannot correct.

The time is past when midnight oil, a pale face, and a weak digestion are the ear-marks of the scholar. No form of education is worthy of the name which does not guard the health of school children and also of students in the higher schools of learning.

I am informed by Professor Snow of Stanford University, where an admirable system of physical examination is in force, that he finds only about 7 per cent of the students physically defective. May not this be due to a sort of natural selection whereby only the *survivals* of our school system reach college?

The results obtained in public schools where systematic examination of the pupils is practiced, prove that our entire Public School System needs re-forming. To a certain extent we are turning out physical defectives because of our defective educational system. Our schools have indeed made great progress in the last decade, but as yet only surface evils have been remedied. We must prepare school pupils for real life as they will find it and to this end more practical methods must be employed. We do not need more work but *more effective work*. The work of the Polytechnic High Schools and of the grades in so far as manual training and observational methods have been introduced, are steps in the right direction.

Practical teachings in hygiene must be given both in the grades and the High Schools if any real progress in matters pertaining to health is to be made. Memory work in phy-

siology and so-called hygiene is of no value, . t the right sort of instruction in these subjects given by properly qualified teachers will work wonders in health reforms. We need in every school a teacher of physical development who will not be a slave to somebody's system, but who will develop children according to their individual physical needs. Such teachers can easily impart many practical lessons in health at the same time. Among other things these teachers should instruct pupils in *sex hygiene.* If any one doubts the necessity of such instruction let him spend a day with any school physician and learn the facts. This again is not a question of what one may imagine exists, but of what are the actual facts. The truth is that *nearly all boys* and some girls at some time or other during school life fall victims to serious sex habits of a vicious character. Shall we continue to close our eyes to this state of affairs?

In a word medical work in the schools must form part of the general educational system; it should be under the control of the Boards of Education; it must aid the boy and girl in healthy growth and development; it must help the school to adapt its work to individual physical conditions; it must aid in the correction of existing physical defects and in the prevention of others; it should superintend the teaching of physiology and hygiene and the work of the teachers of physical training. Until the school physician is regarded as something more than an "Inspector" of more or less unrelated diseased conditions no great good will be accomplished. But when, as is already in the case in some cities, and among them New York, Los Angeles and Pasadena, the medical work in the schools is co-related with the entire school system, and receives the hearty support of superintendent, principals and teachers, then we may hope for and expect results which in the end will give the pupils a square deal while in school, a better preparation for life's work when through school, and which will place the parents of the future generation in a position to more intelligently aid their children in growth, development, and character formation.

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Little Talks by the Way.

(Under this head Superintendent Hyatt will try to give some account of what he sees and hears and thinks in traveling about officially among the schools of California. It will be somewhat hasty and ill-digested, being jottings on the road. It will deal with personal experiences, and so may look egotistic. It will be subject to frequent change of opinion, and will seem inconsistent. It is done as a free and easy means of communication between the school people of the State and the central school office. If it provokes retort or comment, that will be printed, too, provided that it be brief and interesting.)

Circle Round the Continent Continued

Yes, I know. You have a right to expect at this juncture a good, comprehensive account of the N. E. A. meeting at Cleveland; one that would give you all the good things and fine thoughts that you could have got by being there yourself. But it's too big for that—there were too many things, too many kinds of things going on at the same time. Its *Proceedings,* remember, will make a splendid volume as large as a family Bible, to be published in the sweet by and by, in time to be used by little Sally on the piano stool when she gets big enough to play music; so you'll have to excuse me from attempting more than touching a few of the points that to me were most salient.

The Dominant Note

Indubitably, the dominant note of the whole convention was *Industrial Education.* I've been warning all my flock solemnly for some years that this was coming, so they could get ready for it, adjust themselves to it. The fact shone forth in many ways—in the subjects discussed, such as vocational training, manual training, playground schools, trade schools, technical and polytechnic high schools, agriculture, school gardens; in the leading speakers, as Booker Washington, G. Stanley Hall, A. S. Draper, Elmer E. Brown, David S. Snedden, L. D. Harvey; in the selection of L. D. Harvey, the president of the Stout Manual Training School, for the new president of the Association; in making the Manual Training Committee, the most important one of all for future investigation; in these and other ways the leading note was plainly apparent.

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The Spelling Bee

The feature of the meeting that attracted most public attention was the spelling bee on the first day, when four cities entered the contest with classes of 15 children each. The children were tested before the whole of the great audience; all were given 100 words to write; then each child was given four words to spell orally; and the city making fewest mistakes to be prize winner. The cities were Pittsburg, New Orleans, Cleveland and Erie; and Cleveland won, with only forty mistakes out of the 1560 possibilities. Cleveland's prize speller was Marie Bolden, a little 13 year old negro girl, who made no mistakes at all. She was awarded a gold medal. The New Orleans contestants struck when they learned that there was a horrid darkey in the contest and it was with the greatest difficulty that they could be persuaded to go on with it at all. Fancy their feelings when they saw the gold medal awarded.

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Try in Your Own School

Here are the 100 words used for the written test, as given out by Professor Clark, an elocutionist from Chicago University. Save the list and try what your own children can do with it:

1 Which, 2 separate, 3 develop, 4 whether, 5 February, 6 beneficial, 7 grammar, 8 accommodate, 9 embarrass, 10 business, 11 acquiesce, 12 privilege, 13 parallel, 14 judgment, 15 until, 16 management, 17 analysis, 18 lettuce, 19 elm, 20 precede, 21 occasion, 22 divisible, 23 changeable, 24 supersede, 25 occurrence, 26 committee, 27 disappear, 28 mischief, 29 character, 30 pursue, 31 origin, 32 exercise, 33 handkerchief, 34 potato, 35 iron, 36 together, 37 beginning, 38 surprise, 39 thorough, 40 Negroes, 41 fulfill, 42 principal, 43 professor, 44 descendant, 45 government, 46 analyze, 47 detained, 48 governor, 49 cleanse, 50 vertical, 51 prejudice, 52 regretted, 53 noticeable, 54 restaurant, 55 curiosity, 56 miniature, 57 poem, 58 brethren, 59 umbrella, 60 persevere, 61 arctic, 62 particular, 63 adjacent, 64 pumpkin; 65 except, 66 recognize, 67 similar, 68 admittance, 69 irrelevant, 70 foreigner, 71 deceit, 72 hygiene, 73 seize, 74 niece, 75 alley, 76 ceiling, 77 chimney, 78 necessarily, 79 partition, 80 capital, 81 muscle, 82 preparation, 83 victuals, 84 disease, 85 millinery, 86 sovereign, 87 mischievous, 88 several, 89 laboratory, 90 balloon, 91 geography, 92 cistern, 93 misspell, 94 equipage, 95 cemetery, 96 conscience, 97 architect, 98 stationery, 99 athletic, 100 convenience.

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Booker Washington

There is no doubt that Booker Washington is a great man and a great orator. He knows how to move the heart and sway the feelings of a multitude. He made an impassioned plea for his people, urging that they be given a chance, a chance for educational and moral growth; pointing out the fact that a million and a half colored children have no schooling whatever and that only 50 cents per year is spent on the education of each colored child in the United States. He brought down the house by a skillful reference to the result of the spelling contest, thus: "My people are entitled to your sympathy and help. We venerate the same institutions as you, worship in the same religions, obey the same laws. Our children breathe the same air as yours, and study the same spelling book."

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Hot Stuff from G. Stanley

The famous G. Stanley Hall made a sensation by attack-

ing the present methods used in the education of the Indian. He smote them hip and thigh. He accused the federal schools of working to make a poor imitation of a white man instead of a good Indian: of teaching the young Indians to make and to wear coarse cowhide shoes rather than the more hygienic and educative moccasins; of cropping the hair, forbidding the religious festivals and games, killing the clever native arts and songs and languages, in order to make a pinchbeck imitation fit to clean the spittoons of the white man's civilization. I guess the learned doctor was somewhat sensational, but still the Indian Department will do well to read carefully, thoughtfully and without prejudice everything he says. It can't do any harm and may possibly give a wider point of view.

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A Woman's Day

He who made the program gave its best day of the general session wholly into the hands of women, a graceful and proper recognition. It was Wednesday afternoon, in the Hippodrome, before a vast audience. The three speakers were Sarah Louise Arnold, of Boston, Ella Flagg Young, of Chicago Normal School, and Jane Addams, the famous social settlement worker, of Hull House, Chicago. The only part taken by the male critters that day was in the way of entertainment—a boy's chorus of 500 voices and a violin solo by a solemn individual in a long-tailed black coat. The speakers did well, handled themselves with grace and dignity. 'Tis true, the crowd was too big for them, and some of them failed to reach it or handle it—but a good many of their bifurcated compatriots were in the same boat in that regard, so what's the odds?

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Size of the Meeting

It was about the same old thing—before hand it was triumphantly heralded as 40,000 sure—during the meeting it dropped to 15,000 estimated—by the cold figures afterward it was about 8,000, I guess. It didn't seem near as large as our own Los Angeles meeting, nor so enthusiastic. But Cleveland has grown such a big city—over half a million—

that a single convention doesn't make much impression on it. The California Headquarters was in the Hollenden Hotel, where over thirty Californians were registered as present. The next year's meeting is set for Denver, and our State is honored by the election of Professor A. H. Chamberlain of Pasadena for Treasurer, and City Superintendent Duncan Mackinnon of San Diego for Director.

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And it Rained

Every other day it rained—rained torrents. Everybody carried umbrellas. One day the whole atmosphere grew dark and the lightnings flashed and the thunder roared, while the floods descended. With indomitable pride I refused to yield to my wild desire for crawling under the bed. Half a dozen people and a number of horses were killed by the lightning in the country round about, but it didn't seem to attract much attention or comment. One family was out in the suburbs, enjoying themselves in a tent on the banks of a pretty stream, having a few weeks vacation. Next day, when a neighbor called at the tent he found the mother with a knife in one hand, a half-peeled potato in the other; the nephew sprawled across the baby carriage; and the baby lying near by; all dead.

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The Country East

These frequent rains, although so disturbing to a Californian and so damaging to summer clothes, are a splendid thing for the appearance and for the prosperity of the country. Nothing could be finer than the lovely green hills, prosperous homes, rich fields, comfortable farms that everywhere meet the eye as one journeys about the country in Ohio. 'Tis a rich and powerful State, the gateway to the west. For a century it has been one of the great commonwealths of the union. To be sure, it's not so very *large*—about as big as two California counties.

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All Shriveled Up

It was astounding, how distance had shriveled up during the quarter-century of my absence. I snickered out loud

when I asked the fare to a town way down in the middle of the State, about as far apparently as from Sacramento to Fresno—and found it was 90 cents! And when a ticket clear across the State in another direction cost $1.64, I laughed uproariously, to the pitying wonder of my friends. The old stream whose broad expanse and profound depths had excited my fear and wonder in youthful swimming and fishing adventures—it had shrunken to a muddy, measly creek that you could almost jump over! The vast alluvial plain that required sweaty hours to traverse in the hot sun long ago—it was only a few hundred yards across, merely a little field!

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Texts in Agriculture

We hear much nowadays of teaching agriculture in the schools, and many teachers ask for something to use as text books in that direction. It seems to me that some good periodical on gardening or horticulture or farming would meet this demand very well. I can see how an enthusiastic teacher in a rural school could enjoy gardening hints every month appropriate to the season and could pass on the enthusiasm to her children. There is one little monthly, "The Town and Country Journal," edited by W. G. Bohannon at San Francisco, that looks to me as if it would be good for this purpose. It undertakes especially to do all that it can to teach the children to love the farm and to want to live there. This is a good thing for rural teachers to imbibe.

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New Schools for Napa

About the time this issue of the *Journal* is reaching you, the citizens of Napa will be voting on a school bond issue of $55,000; $30,000 for a new high school, $16,000 for a new primary and grammar school, $5,500 for repairs and renovation of the three present buildings, and $3,500 for the purchase of a lot for the new grammar school building. Both buildings are of frame construction: the grammar school will be two stories and high basement, and contain four large classrooms, with reception hall, principal's office, teachers' room, library, hat rooms, and play rooms for boys and for girls in the basement. The high school will have four class rooms, a large library and study room, principal's office, teachers' room,

a large auditorium, seating 300, physical and chemical laboratories, a commercial room and drawing room. In the basement will be a fine gymnasium.

Figures from the Statistician.

Statistics are live and vital things when we learn how to use them. Mr. Wood is the Statistician of the Department of Public Instruction. He sends out the blanks, documents and official publications, receives the reports of teachers and superintendents, makes estimates and apportionments of school moneys; and then collects and tabulates the facts and figures about all these things. He will try to present each month some points derived from his work that will be of general interest to school people.

County School Tax.

Section 1817 of the Political Code of this State requires the County Superintendent of Schools to make an estimate of the minimum rate of County School Tax before the meeting of the Board of Supervisors to levy the tax for the year. The real basis for minimum rate is $6 per census child for the county or $550 per teacher allowed on school census less the amount given by the State for the previous year, but if this latter amount is not sufficient to produce $6 per census child then the minimum tax rate shall be $6 per census child. The maximum rate that may be levied by a Board of Supervisors is 50 cents on each $100 of taxable property in the county. This fixes two limits, the minimum and the maximum. The law leaves it to the Board of Supervisors to make a levy any where between these two points that may give the schools the amount of money needed to meet necessary expenses. There seems to be some misunderstanding in some counties regarding the rate. It is taken as the minimum and the opinion is that the rate cannot be greater. This thought is an error, as will be seen by reading the section. The Board can fix the rate at any amount less than 50 cents on each $100 valuation.

Section 1818 provides the method of making up this tax levy. Fifteen per cent must be deducted from the total valuation of the county for anticipated delinquencies. But it is said in some localities that there is not so much delinquent taxes as fifteen per cent. Very well, but that was considered in fixing this plan of tax. But it is possible that there may

be more than this amount. Last fall was a fine illustration of the wisdom of those who fixed this method of estimating the tax. It will be noticed that this law requires that if the tax rate is a fraction of a cent then a whole cent must be given. By comparing the rates of the several counties it will be seen that in 1907 we had ten counties with fractional tax rates. In 1908 we had five counties with fractional tax rates. These fractional rates are not in accord with the law. Two errors seem to have crept into the minds of those who make this tax rate. First, the failure to deduct the fifteen per cent. Second, the fixing of the rate at a fraction. This should be corrected.

The law of the State (Section 443 of the Political Code) would indicate that the State School Tax shall be sufficient to produce $7 per census child on the census of the April before the tax is levied. The facts are that there is no authority in the State for making tax levy excepting the Legislature. The State Board of Equalization fixes a rate that will produce an amount levied by the Legislature. This indicates plainly that the school census is of value so far as the tax rate is concerned but once in two years. The census of 1906 was used to fix the amount of State School funds for two years beginning July 1, 1907, and ending June 30, 1909. The census for last April will be used by the next Legislature to estimate the amount of State School money to be levied for two years beginning July 1, 1909, and ending June 30, 1911. So it will be seen that the present school year will give the schools no more money than did last school year excepting it may be more interest on school land or more poll tax collections. The demands for money have increased for we have 356 more teachers in the Primary and Grammar Schools, and 4,540 more pupils enrolled for 1908 than we had for 1907. We will have more for 1909 than we had for 1908. Any increase in funds for this year over last year must come from the county or city tax rates.

COUNTY TAX RATE FOR SUPPORT OF PRIMARY AND GRAMMAR SCHOOLS FOR YEARS 1907 AND 1908.

Counties	1907	1908
Alameda	30	30
Alpine	20	15
Amador	34	33
Butte	21	21
Calaveras	33	33

Colusa	17.5	17
Contra Costa	18	19
Del Norte	17	15
El Dorado	26.4	24
Fresno	25	23
Glenn	16	17
Humboldt	26	26
Imperial	—	34
Inyo	25	30
Kern	17	20
Kings	28.4	30
Lake	32	30
Lassen	21	21
Los Angeles	21	23
Madera	26	26
Marin	21	21
Mariposa	37	30
Mendocino	40	30
Merced	18.5	19
Modoc	25	25
Mono	50	50
Monterey	23	23
Napa	18	19.5
Nevada	39	42
Orange	29.25	30
Placer	26	26
Plumas	28	28
Riverside	26	22.5
Sacramento	18.1	14
San Benito	27	27
San Bernardino	26.7	22.6
San Diego	28	26
San Francisco	11.7	18.1
San Joaquin	18	18
San Luis Obispo	24.9	24.9
San Mateo	17	23
Santa Barbara	28	32
Santa Clara	24	24
Santa Cruz	28	35
Shasta	28	28
Sierra	40	40
Siskiyou	24	24
Solano	22	25
Sonoma	23	27
Stanislaus	22	22
Sutter	27	26
Tehama	24	24
Trinity	27	30
Tulare	28	29
Tuolumne	20	20
Ventura	31.4	34
Yolo	16	16
Yuba	25	24
Total averages	25.33	25.63

High Schools

Comparison of the average daily attendance of the high schools of the State by counties for the years 1907 and 1908.

Counties	Average Daily Attendance		Gains and Losses	
	1907	1908	Gain	Loss
Alameda	2,565	2,893	328	
Alpine				
Amador	47	52	5	
Butte	263	278	15	
Calaveras	54	51		3
Colusa	91	106	15	
Contra Costa	218	231	13	
Del Norte	37	29		8
El Dorado	75	79	4	
Fresno	743	811	68	
Glenn	61	72	11	
Humboldt	340	351	11	
Imperial		28	28	
Inyo	25	32	7	
Kern	156	175	19	
Kings	212	186		26
Lake	68	67		1
Lassen	56	50		6
Los Angeles	5,245	*6,447	1,202	
Madera	50	64	14	
Marin	130	134	4	
Mariposa				
Mendocino	252	258	6	
Merced	135	150	15	
Modoc	83	91	8	
Mono				
Monterey	211	236	25	
Napa	134	138	4	
Nevada	175	186	11	
Orange	587	629	42	
Placer	111	145	34	
Plumas				
Riverside	470	574	104	
Sacramento	418	474	56	
San Benito	85	82		3
San Bernardino	747	785	38	
San Diego	607	715	108	
San Francisco	1,762	*2,336	574	
San Joaquin	418	438	20	
San Luis Obispo	167	174	7	
San Mateo	125	145	20	
Santa Barbara	360	419	59	
Santa Clara	1,231	1,301	70	
Santa Cruz	346	362	16	
Shasta	113	103		10
Sierra				
Siskiyou	98	97		1
Solano	301	312	11	
Sonoma	473	521	48	
Stanislaus	156	186	30	
Sutter	33	39	6	

Tehama	143	138		5
Trinity				
Tulare	417	432	15	
Tuolumne	48	57	9	
Ventura	278	295	17	
Yolo	201	203	2	
Yuba	88	110	22	
Totals	21,209	24,267	3,121	63

Total gain.....3,058

*Includes evening high school attendance.

* * *

National Education Association.

IN CONVENTION ASSEMBLED AT CLEVELAND, OHIO, JULY 1, 1908

Declaration

The National Education Association, now holding its Forty-sixth Annual Convention in Cleveland, and representing teachers and friends of education in every State in this Union, makes the following declaration of principles and aims:

1. Fully realizing that trained and skilled labor is a primary essential to the industrial and commercial welfare of the country, we cordially indorse the establishments by municipal boards of education of trade schools, industrial schools, and evening continuation schools; and further recommend that the instruction in these schools be practical and efficient, and have the advice and the approval of the trade interested, to the end that graduates of these schools may at once become advanced apprentices or journeymen.

2. We recommend the subordination of highly diversified and overburdened courses of study in the grades to a thorough drill in essential subjects; and the sacrifice of quantity to an improvement in the quality of instruction. The complaints of business men that pupils from the schools are inaccurate in results and careless of details is a criticism that should be removed. The principles of sound and accurate training are as fixed as natural laws and should be insistently followed. Ill-considered experiments and indiscriminate methodizing should be abandoned, and attention devoted to the persevering and continuous drill necessary for accurate and efficient training; and we hold that no course of study in any public school should be so advanced or so rigid as to prevent instruction to any student, who may need it, in the

essential and practical parts of the common English branches.

3. We assert that the individuality of the pupil should be carefully considered, to the end that he may be instructed in the light of his limitations and capacity; and we commend to all local authorities the necessity of greater care in the arrangement of courses of study, that they may be adapted to the pupils to be instructed, rather than that pupils should be adapted to fixed courses of study and an inflexible system of grading.

4. The public high schools should not be chiefly fitting schools for higher institutions, but should be adapted to the general needs, both intellectual and industrial, of their students and communities, and we suggest that the higher institutions may wisely adapt their courses to this condition. We also suggest to school boards and superintendents the importance of securing for their high schools teachers who have not only abundant scholarship but also successful experience in teaching of efficient and practical training in pedagogy.

5. There is concededly a grave moral depression in our business and social atmosphere. The revelations of the financial and legislative world for the past two years denote a too general acquiescence in questionable practices and standards. We earnestly recommend to boards of education, principals, and teachers the continuous training of pupils in morals, and in business and professional ethics, to the end that the coming generation of men of affairs may have a well-developed abhorrence of unfair dealing and discrimination. The establishment of the honor system in schools, the ostracism of the dishonest or unfair pupil, the daily exemplification in the routine life of the school of the advantage of honest and truthful methods, are commended to the especial attention of teachers as a partial means to this end.

6. The Bureau of Education at Washington should be presented in its integrity and the dignity of its position maintained and increased. It should receive at the hands of Congress such recognition and such appropriations as will enable it not only to employ all expert assistants necessary, but also to publish in convenient and usable form the results of investigations; thus making that department of our government such a source of information and advice as will be most helpful to the people in conducting their campaigns of education. We are of the opinion that the importance of the sub-

ject under its control, and the dignity of this country require that this Bureau be maintained as an independent department of the government.

7. The National Education Association notes with approval that the qualifications demanded of teachers in the public schools are increasing annually, and particularly that in many localities special preparation is demanded of teachers. The idea that anyone with a fair education can teach school is gradually giving way to the correct notion that teachers must make special preparation for the vocation of teaching. The higher standards demanded of teachers must lead logically to higher salaries for teachers, and constant efforts should be made by all persons interested in education to secure for teachers adequate compensation for their work.

8. It is the duty of the State to provide for the education of every child within its borders, and to see that all children obtain the rudiments of an education. The constitutional provision that all tax-payers must contribute to the support of the public schools logically carries with it the implied provision that no persons should be permitted to defeat the purposes of the public school law by forcing their children, at an early age, to become bread winners. To this end the child labor and truancy laws should be so harmonized that the education of the child, not its labor, shall be made the chief concern.

9. The National Education Association indorses the increasing use of school buildings for free vacation schools and for free evening schools and lecture courses for adults, and for children who have been obliged to leave the day school prematurely. We also approve of the use of school grounds for play grounds and the use of school gymnasiums and bath rooms for the benefit of the children in the crowded districts during the summer.

10. Local taxation, supplemented by State taxation, presents the best means for the support of the public schools, and for securing that deep interest in them which is necessary to their greatest efficiency. State aid should be granted only as supplementary to local taxation, and not as a substitute for it.

11. The National Education Association observes with great satisfaction the tendency of cities and towns to replace large school committees or boards which have exercised executive functions through subcommittees, by small boards which determine general policies, but intrust all executive functions to salaried experts.

12. We cannot too often repeat that close, intelligent, judicious supervision is necessary for all grades of schools.

13. The rapid establishment of rural high schools and the consolidation of rural district schools are most gratifying evidences of the progress of education. We believe that this movement should be encouraged until the children of rural communities enjoy the benefits of public education to an extent approximating as nearly as practicable the education furnished in urban communities.

14. The National Education Association wishes to record its approval of the increasing appreciation among educators of the fact that the building of character is the real aim of the schools and the ultimate reason for the expenditure of millions for their maintenance. There are in the minds of the children and youth of today a tendency toward a disregard for constituted authority, a lack of respect for age and superior wisdom, a weak appreciation of the demands of duty, a disposition to follow pleasure and interest rather than obligation and order. This condition demands the earliest thought and action of our leaders of opinion and places important obligations upon school boards, superintendents and teachers.

15. It is apparent that familiarity with the English Bible as a masterpiece of literature is rapidly decreasing among the pupils in our schools. This is the direct result of a conception which regards the Bible as a theological book merely, and thereby leads to its exclusion from the schools of some States as a subject of reading and study. We hope for such a change of public sentiment in this regard as will permit and encourage the reading and study of the English Bible, as a literary work of the highest and purest type, side by side with the poetry and prose which it has inspired and in large part formed.

16. The National Education Association wishes to congratulate the secondary schools and colleges of the country that are making an effort to remove the taint of professionalism, and other abuses, that have crept into students' sports. This taint can be removed only by leading students, alumni, and school faculties to recognize that inter-school games should be played for sportsmanship and not merely for victory.

17. It is important that school buildings and school grounds should be planned and decorated so as to serve as

effective agencies for educating, not only the children, but the people as a whole, in matters of taste. The school is becoming more and more a community center, and its larger opportunities impose new obligations. School buildings should be attractive as well as healthful, and the adjoining grounds should be laid out and planned with appropriateness and beauty.

18. The highest ethical standards of conduct and of speech should be insisted on among teachers. It is not becoming that commercialism or self-seeking should shape their actions, or that intemperance should mark their utterances. A code of professional conduct clearly understood and rigorously enforced by public opinion is being slowly developed, and must one day control all teachers worthy of the name.

19. In teaching, as in every other kink of work, the best service is secured by finding the individual best fitted to the particular place as indicated by training, experience, and meritorious service; the National Education Association therefore heartily approves a merit system of promoting teachers and filling vacancies. We assert, furthermore, that the grounds upon which a teacher may apply for a position are preparatory training, experience, and meritorious service,—in a word, professional fitness, alone; and that the use of other personal and political arguments to secure appointment is deplorable in the teacher and a serious menace to a high professional standard.

The foregoing principles and aims have been fully considered by the Committee and unanimously recommend to the Active Members of the National Education Association for adoption.

Respectfully submitted,

Howard J. Rogers, *of New York, Chairman.*
Orvillo T. Bright, *of Illinois.*
Charles E. Chadsey, *of Colorado.*
Edgar H. Mark, *of Kentucky.*
George M. Philips, *of Pennsylvania.*
David B. Johnson, *of South Carolina.*
Committee on Resolutions.

Adopted by unanimous vote of Active Members in session, July 1, 1908.

Irwin Shepard,
Secretary.

An Ideal Vacation.

BY LOTTIE AURELIA RANDALL.

While I was pursuing my college education, and lamenting over the expense which attends the climbing of the hill of knowledge, there unexpectedly came to me an invitation to spend the summer and autumn months in the Sierra Nevada Mountains, by the shores of Lake Tahoe. My invitation came from a Teachers' Agency, and its acceptance meant that my time was to be spent, not in fishing, hunting, riding or rambling over mountain trails; but in teaching a little school. Seven years previously I had spent at Lake Tahoe a delightful day, the memory of which was still fresh; and the prospect of a six months' sojourn in that favored spot, led to a speedy acceptance of the invitation.

Lake Tahoe was to me for many weeks, a daily inspiration. It lies like a gem embosomed in the rugged Sierras which tower thousands of feet above its surface,—the highest peaks crowned with eternal snow. Whatever its mood, the lake possesses for the lover of nature a strong fascination. In the morning its motionless surface reflects the shores with the distinctness of a mirror. At times the scene is painted almost entirely in shades of blue, the lake, the sky and the distant mountains showing gradation of tint. Again, the elements seem possessed by some revengeful demon. While the thunder reverberates, the hail descends and the wind blows, the water becomes of inky blackness and angry waves lash upon the shore. Woe to the belated fisherman who has failed to heed the warning of the approaching storm! But the angry mood passes, the waves become calm, the sun appears, and the seven-strand bow of promise spans the lake. At sunset, rosy clouds floating in the sky are reflected in the water. The mountain peaks glow with a delicate pink, while the crevices, ravines and lower slopes are shaded from lavender to purple. In the evening, the full moon rises over the eastern mountains, casting a patch of molten silver across the waves. Lovely Tahoe! Would that we might fitly sing thy praise!

So great a charm had the loveliness of nature upon my own soul, that, longing to inspire my pupils with the same ardent enthusiasm, I endeavored to bring the beautiful outdoor world into my little school-room. Children will follow where they are led, and especially when they are led to the

feet of the great teacher, Mother Nature. They will develop powers of observation which far surpass those of their elders. The form of nature-study which proved of greatest interest to my little pupils was that pertaining to the birds. Tahoe is rich in bird life, and our little feathered neighbors soon became intimate and beloved friends.

The bright spring weather early attracted migrations from the lower altitudes; and we awoke one morning to find the yard full of Myrtle Warblers on the fence, hopping about on the ground, and flitting among the branches. They seemed already to be making love and to be planning for their little homes. Two days later a company of brilliant Western Tanagers had arrived. So famished did they appear after their journey, that they were feeding in flocks in the garden, wholly unmindful of human approach. But alas! the bright spring sunshine had been deceptive! In another day snowflakes filled the air and soon covered the garden and piled up on the fences and trees. With food hidden from view and blinded by the snow, the poor little birds sought shelter in woodsheds; and many of them pined to death. But at length spring came in earnest, and the birds, happy in the joy of living, filled the air with melody.

A pair of Robins chose as the site of their home a small tree near the school house. Two little boys—brothers—discovered the happy pair at work. They would not climb up into the tree in which the nest was, for fear of disturbing the birds; but would climb into another tree near by, where they could watch the work progress. The Robin is not a fastidious builder, and soon the nest was completed and four speckled eggs lay within. Then the patient mother was watched day by day, as her loving breast kept the eggs warm. The boys could have told you, almost to an hour, when those eggs were hatched; and they watched the busy parents as they filled the hungry mouths. In an incredibly short time the birds were fledged and flown. Then—and not till then—the nest was brought into the school room, that its style of architecture might be observed.

On the ground, under a sheltering bush, at the rear of the school house, a pair of Sierra Juncos built their nest. When it was discovered by one of the older boys, the little mother was already patiently sitting on her eggs. Morning after morning the children would tiptoe carefully to within a safe distance of the spot and pay their respects to the little

feathered lady. The happiness of the little mother herself could not have been much greater than that of the children, as they anticipated the hatching of the eggs, and watching the development of the birdlings. But one morning there was a rush to the school room, and a breathless tale of woe, for the children had found the nest torn to pieces and the eggs broken and scattered. Suspicion of guilt fell upon a certain dog. There was real sorrow in my school room that morning, as the children thought of the tragedy;—and the dog received suitable punishment.

A pair of Linnets searching for a sheltered place in which to build their nest, chose a ventilator of our school room. Glad, indeed, were we to have such pleasant neighbors, and we left the ventilator undisturbed, so that our little friends might not be frightened. While busy with our school work, the little pair would fly in and out, chirping and chattering over their happy task. Occasionally, mistaking the inner for the outer exit from their apartment, they would fly into the school room; but not at all alarmed, they would soon find their way out an open window. When the children would gather about the organ to sing their morning songs, the father bird would contribute his notes of melody. Two little eggs were laid; but only one hatched. Soon the birdling was ready to join its parents in flight and the nest was deserted. So much did the Linnets enjoy their ventilator apartment, that the second year they returned to the same spot.

One morning, when the children were singing, their attention was attracted outside the window by an excited chirping. Looking in that direction, a family of Horned Larks, consisting of father, mother, and three birdlings, were seen. They had evidently been enjoying a morning flight, and decided to stop near our little school house for breakfast. While the birdlings waited in the low boughs of a tree, the parents busily gathered wild blue berries from bushes near by. When they had gotten all they could carry, they flew to their hungry babies, who, with wide-open mouths and fluttering wings, eagerly and clamorously received their breakfast.

As autumn approached, many of the birds left us for lower altitudes. They would slip away, unobserved, traveling in the night; but in a few days we would be conscious of their departure, and feel lonely.

One evening, just at dusk, a large flock of Plain Titmice were seen eagerly feasting in a field overgrown with wild

bushes. .These little gray crested birds had not spent the summer with us; but were literally giving Lake Tahoe "a flying visit" in the course of their migration to a summer clime for the winter. They were now enjoying a good feast preparatory to a night of travel.

When the early snow began to fall, and the usual bird food became difficult of access, we had a feeding-board placed between two trees, near one of the windows of the school house. The children kept it supplied with bits of bread and suet and a dish of fresh water. News of our little restaurant soon spread in the bird world. The Mountain Chickadees were the first to be our guests. They would come in considerable numbers, but seldom would more than one be on the feeding-board at a time. Others would politely wait in the boughs near by, while each would take his turn. When satisfied, they would fly away; but would return in a few hours. The "snow birds" or Sierra Juncos, wearing their little black hoods, were the next to enjoy our hospitality. One day a Blue Jay, the policeman of the woods, discovered our place of business and came to investigate. It evidently met with his approval, and he promised himself the pleasure of coming again; but the school term was drawing to a close. Among the last of our visitors was a little chipmunk, which had not entered upon its winter sleep. He ran about the feeding-board, whisking his bushy tail and showing by his bright eyes his appreciation of the treat which he had found. Suet and bread crumbs rapidly disappeared before him; but under the edge of the saucer of water were still a few morsels left. These he was determined to get. He pushed the saucer with his tiny nose farther and farther and farther, until suddenly, with a clatter, it fell to the ground. At the same instant, a bushy tail whisked up the tree trunk; and that was the last we saw of the chipmunk.

* * *

A State Library System for California:

OUTLINED BY J. L. GILLIS, STATE LIBRARIAN.

The question of how the library may be made an effective part of our educational system is one that has long occupied the time and thought of the library profession. Throughout the history of the work there has been a gradual development from the centralized library of the city, reaching a few of the

whole people from its single building, to the present day scheme of branches which aims to put books within easier call of all city residents. From actual experience it is seen that the library is most effective in its own vicinity, that its rays of influence rapidly become weaker as they get away from the center. Librarians and other educators who have become aware of this fact have advocated systems of branches with the hope that some day the distance of each person from a collection of books may be reduced to a minimum. But the process is necessarily a slow one; and while more and more city dwellers have been provided with books, comparatively little thought has been given to the library needs of the country residents. It is true that the school authorities of many States, recognizing in a vague way the desirability of having books in every school district, put through laws designed to meet the needs of the case. But such efforts have not been productive of satisfactory results and the school authorities generally are perfectly willing to co-operate in any new library scheme that promises to become more effective.

About ten years ago the country library plan began to be tried in two Ohio counties; since that time this system of providing books for the residents outside of cities has spread to many other States. Such a plan is a good one; for the reason, especially, that it works with a larger unit than city or town. It is certainly a step in the right direction and is worthy of a thorough trial. Such a plan as this for county libraries makes it clearer that the library has developed in a way exactly opposite to that of the public school system. The latter was conceived as a State wide plan, designed to reach the children of every corner of the commonwealth. Naturally teachers have made many changes in the original outline; but they have never experienced the slow growth of the plan from city to country that has marked library development.

It would seem that the time is ripe for the institution of a large library system, covering the State with the thoroughness of the public schools. In time the country libraries might do the work for the State; but the result would be surer and quicker working on a larger basis. At the head of the system would be the State Librarian, having powers of general supervision similar in many respects to those of the State Superintendent of Public Instruction in his own field. A county librarian, who might well be the head of the largest library in the county, would have duties corresponding to those of

the county superintendent of schools. Each school district might be made the library district, with its librarian and collection of books drawn from the county library.

It becomes immediately evident that the plan requires no large expenditures of money to pay the salaries of new officers. The elements of the system are already in existence; the requirement is that they be co-ordinated. The State Librarian is already doing whatever he can to aid the libraries of the State, but at present the good done is largely limited by law. Under some such plan as that hastily outlined above in order to bring it before the people, the great resources of the State Library would be more generally at the command of the libraries and the people. The present activity in the establishment of county libraries would only be quickened: the day would be not far distant when the resident of the remotest country section would have in easy reach, not only the books of his district library, but also those of the county and State libraries. It is desired to work the plan out in such a way as to develop between the school and the library the most effective co-operative relations. The result would be that the child in school, the parent in his work and his home would be supplied with books suited to his needs; education would then not be a matter of a few youthful years in the school room, but would be continued day by day through life in the use of books.

The expense of putting the plan into action will not be at all burdensome. During 1907 the primary, grammar and high schools of the State spent $163,996.70 for books and apparatus; it is estimated that about a third of that sum went for apparatus. If the remaining $109,331.00 could be turned over to the library system of the State, not only would the schools be provided with more books, but all of the residents of each district would also have the privilege of access to a library. In order to make the plan thoroughly effective it would of course be necessary possibly to double that sum of money. The effect upon the taxpayer, however, would scarcely be perceptible.

The librarians who have been approached upon this system are convinced of its wisdom. The State Superintendent of Public Instruction, realizing that the commonwealth would get a greater return from the money spent for public schools if people generally could continue their education in the library when their school days are over, is actively in sympathy

with the plan; and will render all possible assistance in making it a reality. California has the chance to do something for herself in a way that will not only be of great benefit to her people, but that will make an epoch in the history of library development. It is hoped that all educators will discuss the subject thoroughly, to the end that a well digested plan in a new library bill may be presented to the coming session of the legislature. Every one is invited to write the State Librarian any suggestion he may have towards developing the plan in its entirety.

* * *

Health and Fresh Air.

Vacation time with its joys and pleasures is past and the earnest work in the school season must be taken up. Fortunate is the one who has spent that vacation in the country, tramping in the country, tramping among "God's first temples" the trees; following the streams to their source among the mountains; picking the wild flowers along its bank and sleeping beside its sparkling water.

A few weeks of such life is good for mind and body. Ten months of constant, conscientious work in school or office uses up the vital force, it is a constant run upon the bank and the resources are exhausted. A well spent vacation restores them and prepares for another year's work.

I have in my office a chart showing in black lines the comparative death rate in California from different diseases during 1907. Tuberculosis leads with 4607 and heart disease is a close second with 3664.

A newspaper man in commenting on it asked why so many die of heart disease and I had no hesitation in answering, "our method of living." Not the food we eat entirely, although that has its effect, but the rush and hurry and entire absorbtion of life in business, spending the days in school, offices or shop and the greater part of the night in worry and thought of work. Little time is given to pure and simple recreation, an entire abandonment of business and an enjoyment of the beauties of the universe.

Again, another cause is the want of fresh pure air both day and night. And this cause is operative not only in producing heart disease but a host of others particularly the greatest cause of death, tuberculosis.

Why this neglect? Air is free. Perhaps, if we had to

pay for it, it would be more appreciated. How good you feel after spending a week in camp. It's the open air and simple food. Then why not have it *all* the time. To be sure you can't be in the country nor out of doors, but you can keep the windows open and many could, if they would, have made very cheaply an outdoor sleeping porch.

You come home and feel how close the house is. You can't get air, you bravely put up your windows but I notice they gradually get down and down, until when the cooler nights come they are either clear down or so near it that no proper circulation of air can take place.

It is not necessary nor desirable that one should be cold, on the contrary, the body should always be covered enough to be warm but a fresh pure air, even should it come with force upon the face, will do no harm but great good.

If you would aid in reducing this terrible slaughter where in California thirteen die each day of tuberculosis and ten of heart disease, the former entirely preventable and the latter largely so, practice as well as preach the simple life and pure air.

* * *

Backward Children—Some Experiences and Suggestions.

BY MATILDA VANCE NEWMAN.

I.

One difficulty which every teacher has to meet is that presented by the one or more backward pupils that are always present in the school room. There are so many different types of backward children that I shall not attempt to describe them, but the teacher of experience knows them. But I shall refer to the backward child in general that we find in our classes who for one reason or another is not able to keep up with the regular work of his grade.

When I first began teaching in the public schools my highest ambition was to get pupils to learn. I felt that all I needed to establish myself as a first class teacher was to get good results from my pupils. While talking one day with my professor who had been training me in methods of teaching I remarked that a teacher's ability to teach should be judged by the results she obtained from the average pupils of her class; but he said no that she should be judged by her

ability to get good results from the slowest in the class.

Well, I felt that this was a severe test, and I was hardly ready to agree with my professor, but it set me to thinking. So when I applied for substitute work in a large grammar school and was offered the ungraded work, which meant teaching the backward pupils, I accepted it eagerly. I had never heard of such work being done in any school and so hardly knew whether to expect good results or not, but was anxious to try. And I want to say right here that my five months' experience in that school caused me to have a great deal more confidence in the backward pupils than I should have had without that experience. I found in many cases that the backward pupil was not so deficient in intellect as he seemed to be, but that his mind worked slowly; and in some cases very slowly.

Among my first pupils was one boy, a Swede, who came to me for both arithmetic and grammar. He told me that he did not expect to pass in either study for he could not understand the work. Well, I did not expect him to pass either, for I thought I had never seen so dull a boy in school. At first it seemed that I could not get him to understand anything; but the boy was so good-natured and tried so hard that out of pure sympathy I took especial pains with him; and in a few weeks I was surprised to see how clear his mind seemed and how well he could understand. I found that he had a good intellect, but that his mind worked very slowly, and he was not able to grasp ideas as soon as the average pupil could. I obtained good results with him in both arithmetic and grammar so that he raised his grades with his own teacher and passed creditably from the high sixth to the low seventh grade, and did not have to come to me for any more work.

All the pupils who came to me for help were behind in their work for one reason or another; some because they had been absent, some because they were too indolent to work, and others simply because they could not do the work that the average pupil could do. I had two pupils, a boy and a girl, who came to me for arithmetic that seemed to be the most hopeless of any that had come to me for help. At first it did not seem possible for me to make any progress with them. Their teacher told me that they—she and the principal—did not expect me to do anything for them, but that they wanted them to come to me to pacify their mothers and to show that

they were doing all that they could for them. My classes were so full that I was able to receive these two only every other day. But the girl came to me two or three times saying that her mother wished me to let the girl come every day. And as they were my slowest pupils I arranged for both the girl and the boy to come to me daily.

Well, I cannot tell how surprised and pleased I was to find that within a week both these pupils showed decided signs of improvement. I was teaching them fractions, and I had thought it was impossible to get them to understand. But they could understand; and to me it seemed almost wonderful. Of course I did not expect, nor did I obtain, any great results, for their minds worked very slowly and they were considerably below the average in power to do the work; but it was certainly very encouraging to see them do as well as they did.

I think that the greatest trouble with the backward pupil is that his mind works so slowly that he is not able to grasp the ideas as quickly as the average pupil in his class; so that he falls behind and becomes discouraged and loses confidence in himself.

I had no particular method of teaching my slow pupils except that I made things very simple and did not give the pupil work that was too difficult for him to understand. I made my lessons very easy at first and made them more difficult as the pupil was able to understand them so that they all seemed easy to him. I illustrated a good deal but did that just as it came to me and as it suited each individual case.

II.

During my experience in teaching I found that backward pupils were usually slow in arithmetic; and often they were slow in this subject when they could do good work in their other studies. So when I sent my arithmetic classes to the board, which I did every day, I had the slow pupil stand beside one who was more advanced so that when the advanced pupil got his problem solved he could help the backward one. This aids the slow pupil as nothing else can except the individual help of the teacher, which she cannot often give while looking over and watching the work of a class of ten or twenty.

I would tell the class that whenever any one finished his

problem before the class was through to help his neighbor if he needed it; but to give no assistance unless he saw that a mistake was being made. This stimulates the whole class for occasionally a slow pupil will get through in time to aid some one. By using this method all of the slow pupils get individual help and the whole class progress much faster than they otherwise would. I have in mind one little girl who was promoted to the sixth grade but conditioned in arithmetic who was able to get along without help a good deal of the time and sometimes had the pleasure of helping others.

I gave a good deal of drill work at the board, which children always enjoy, and which is very helpful in enabling the whole class to progress well. It it interesting to see how they enjoy their work at the board, and how they enjoy helping each other. It is the best drill for slow pupils that I know of when the teacher cannot give much individual help for they usually have to be shown and told over and over before they can grasp an idea. Their mind may seem a perfect blank at first but continual showing in every detail will finally secure results if the teacher is patient and knows how to explain.

In one school that I taught I found that most of my pupils in the fifth and sixth grades were about two years behind in their reading. In fact they were behind in all of their studies, but I explained to them that they could never get along well in their other studies until they learned how to read. So I began to work them pretty hard in their reading by having them prepare and recite two reading lessons a day.

At first there were so many words that they could not pronounce that I hardly knew what to do about it. But finally I happened to think of a plan which solved the problem for me, and that was to require each one, while studying his lesson, to write on a slip of paper all the words he could not pronounce and bring them to me for help.

Of course I had to set aside a period of about fifteen minutes twice a day to help them with their words. One came to me at a time with his paper and I pronounced a word and had him prounounce it after me. I did this with each word readily.

This plan worked beautifully and it was surprising to see how much interest they took in it, and how much their reading was improved even within a few weeks.

Davis, California, August 31, 1908.

UNIVERSITY FARM.

SHORT COURSE IN ANIMAL HUSBANDRY, BEEF and DAIRY CATTLE, HORSES, SHEEP and SWINE.

The fourth of the Short Courses to begin at the University Farm in October next is in Animal Husbandry and Veterinary Science. It begins October 21st and continues four weeks, or, until November 18th. Since the live-stock interests of the state are so large and so important, this course promises to be a popular one, and well attended. The best specimens of live-stock that Sacramento valley affords will be available for study by those in attendance. No matter whether a man is interested in beef cattle or dairy, or in horses, jacks or mules or in sheep or swine, he will get as much information about his favorite animals as can be boiled down into so short a season. A large part of the work will be scoring and judging stock and comparing one with another to bring out the important points.

The veterinary work will be just what the farmer wants to know to treat the ailments common to his stock. Some very interesting cases of surgery and other clinical exercises may be confidentially expected. Stockmen, don't fail to go—at least send a postal to University Farm, Davis, for circular telling all about it.

* * *

A. F. Gunn.

In the death of A. F. Gunn the State loses one its best known men. Mr. Gunn has been the manager of The American Book Co. of California since its organization. He had a large personal acquaintance among superintendents, teachers, and others. He was a man of absolute business integrity, of great kindness, of lovable personal qualities. Those who knew him best will always speak of his fine personal qualities. He was a man. He was a gentleman. His rare qualities of heart and mind will be missed.

Western School News.

Meetings.

The California Teachers' Association will meet at San Jose December, 1908. Fred T. Moore, Alameda, President.

Northern California Teachers' Association, Marysville; F. E. Freeman, Yuba City, Cal., Pres.

Southern California Teachers' Association will meet December, 1908, at Los Angeles. Duncan Mackinnon, San Diego, President.

National Educational Association, Denver, Col.; Dr. W. G. Harvey, President; Irwin Shephard, Secretary, Winona, Minn.

NOTES

Ho for Lake Tahoe.

Chas. K. Field will be the new editor of the Stanford Alumnus.

Prof. John Fryer of the University of California will spend a year in Manchuria.

President J. F. Millspaugh of the State Normal School of Los Angeles has been too ill to attend the opening exercises.

Dr. C. A. Duniway of Stanford University is at Missoula, Montana, where he is making preparations to assume the presidency of the university.

Prof. William Carey Jones delivered a lecture in tribute to Rabbi Jacob Voorsanger at the University of California, August 20, 1908.

President David Starr Jordan of Stanford University has returned from the East and Canada, where he spent most of the summer as the representative of the United States Government on the international commission to revise the joint fisheries laws of this country and Canada. Revision of these laws will be done at Stanford before January by President Jordan and Hon. Samuel T. Bastedo of Toronto, the British member of the fisheries commission.

Prof. G. M. Stratton has resigned the chair of psychology at John Hopkins and accepted the chair of philosophy in the University of California.

David Rhys Jones of San Francisco State Normal, Riley O. Johnson of the Chico State Normal, Job Wood of State affairs, J. W. McClymonds, H. A. Adrian, T. L. Heaton, are among those listed for institute work this season.

Prof. Meyer has been elected teacher of drawing in the Berkeley schools.

Dr. Sherer has been elected president of Throop University. Dr. Sherer has been at the head of a Japanese Government school, and more recently at the head of a Lutheran Theological school in South Carolina.

The largest freshman class in the history of the university entered at the opening this year. President Wheeler in his address said:

"All mankind is divided into two classes; the first and largest is composed of those who think the way to get anywhere is to float with the current; the second, of those who think the way to get anywhere is to row the boat. To the people of the first class the world looks so weighty and complex that they let it have its own way; those of the second class make their own world. They think (which is a hard and rare thing to do), and thereby rise dominant above the materials of world and life; they originate plans, and thereby swing the materials into rational shape; they will to do, and steer themselves to action, and thereby create their own world. The way, for instance, to be liked, is to call it forth by your own good cheer. Every active soul is the center of a universe.

"This university will be for each of you what each of you makes it to be. There will be as many Universities of California as there are active souls among you."

You can secure for 30 cents "one hundred experiments in Elementary Agriculture for California schools, with notes." Address Riley O. Johnson, State Normal School, Chico, Cal.

Send 25 cents in stamps for a trial box of Cosgrove's K. B. C. Face Powder. The best powder in the market. Gives a fresh, clear complexion, making the skin soft and velvety. Used by the leading society women of San Francisco. See ad.

The new College of Arts and Crafts will open at Montara, Sept. 14th. Boys and young men will be given a practical education for $30. per month. This includes room, board, tuition, washing, etc. For particulars address Dr. S. E. Lynd, Director, Montara, San Mateo, county, California.

C. E. Cox, 757 Golden Gate avenue, will send you any book you want and give you good discounts. Mr. Cox has been a leading teacher, and is a brother of E. M. Cox, formerly City Supt. of Santa Rosa. If you want to buy or sell books, new or old, address C. E. Cox, 757 Golden Gate avenue, San Francisco.

Dr. S. E. Lynd will open the new College of Arts and Crafts at Montara, September 14, 1908. Students will be received at the rate of $30. per month for room, board, tuition, washing, etc.

BOOK NOTES.

The "Little Beauty Songs" advertised in this issue are the work of Mrs. J. B. Ward, a San Francisco girl. Originally there were sixty-five songs but twenty-five were cut out of the volume and the forty remaining compositions were printed in the first volume of her works.

It is a fact well known by every teacher, especially district school teachers, that a brand new song book for children is an impossible

thing to find, especially really bright, pretty songs of a high class. Mrs. Ward labored for years producing music of a very high class but she found after ten years work that her specialty was the spontaeous child's song.

Few people can write "real" children's songs for the reason that the contact of hard experience wears away the love of child-lore and the influence of the child-world. Children like good music and they especially like pretty harmonies. Mrs. Ward is a color-musician, having lived all her life, by herself, since a very little child, in a world of musical imagination and color, which fact accounts for the individuality of her work. Her story of her own music-color life would make interesting and unusual reading for those who really strive to comprehend the wonders of the child-imagination.

The entire volume, from the cover design to the last page, is her own conception. The very best of paper and type has been used and the book is attractively presented to the perusal of teachers who are on the lookout for the seemingly unattainable—real new songs of a high class for children.

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Directory of Business and Professional Men

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BOOK STORES.

CHARLES E. COX, 757 Golden Gate Ave., San Francisco, Cal. Dealer in **BOOKS**, old and new, bought, sold and exchanged. Exchange library maintained. Write or call.

LABORATORIES.

THE KING METALLURGICAL LABORATORIES (Formerly Simonds & King), Lochiel M. King, Consulting Metallurgist; James W. Howson, Chemical Engineer. S. E. corner Second and Minna Sts., San Francisco, Phone Temporary 2880. Metallurgical and chemical investigations, complete ore testing, mills designed and erected, metal alloy and foundry analyses, ores, clays and cenemts. General assaying.

KODAKS.

KODAK AND PHOTO SUPPLIES. The Marsh-Girvin Co., 712 Market St., Telephone Douglas 1591, San Francisco, Cal.

DENTISTS.

DR. CHARLES W. DECKER, Surgeon Dentist, 1316 Sutter street, above Van Ness avenue. Newman & Levinson Annex, Rooms 3, 4, 5, 8 and 9. Telephone Franklin 1986, San Francisco, Cal.

CORSETS.

J. A. H. SMITH COMPANY. Importers, Designers, Makers and Fitters of Corsets. Send us your measurement by mail and we'll see that you get a perfect fit. Address: 1405 Sutter St., San Francisco, California.

PROCEEDINGS OF CALIFORNIA TEACHERS' ASSOCIATION

This is the Official Journal of Education. The law requires that the Clerk of the school district file it with the teacher before the end of each month.

The Western Journal of Education

October, 1908

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The Western Journal of Education

OCTOBER, 1908

Department of the California Teachers' Association.

FRED T. MOORE, President WILL C. WOOD, Secretary

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A Better Organization for the C. T. A.

At the Fresno meeting two years ago, the California Teachers' Association was regularly incorporated under the laws of California for the following purposes, according to the Articles of Incorporation: "to further the educational interests of the State of California, to give increasing efficiency to its school system, to secure and maintain for the office of teaching its true rank among the professions of the State and

to furnish a practicable basis for united action among those devoted to the cause of education in the State."

INCORPORATION A GOOD MOVE.

Almost two years of life under the incorporated organization have justified the expectations and promises of those who were the leaders of the movement to effect incorporation. Before December 28, 1906, the C. T. A. was without legal standing. Its officers were unable to contract debts in the name of the association because there was no such organization in the eyes of the law. No one connected with the management of the association was responsible save to his own conscience. It was due only to the zeal of the various presidents of the association that it was able to accomplish as much as it did for the schools and for the teachers. We should not underestimate the work of this pre-corporate period; some excellent work was done, but not nearly so much as might have been accomplished if the association had been incorporated. Under the management of the Board of Directors the financial affairs have been administered in a business-like way; the funds have been deposited in the name of the association and have been drawing interest for the benefit of the association. All claims against the association have to be audited by two of the Board of Directors, and signed by the President and Secretary before the Treasurer can pay them. Financial accounts are kept by both the Secretary and the Treasurer, each officer keeping his accounts as a check against mistakes on the part of the other. In the management of the association, the Board of Directors is so organized that two-thirds of the members shall always have some experience in the management and this guarantees continuity of management and conservation of organizing energy. In the light of results even the most pessimistic member must confess that the act of incorporating was epoch-making.

BETTER ORGANIZATION OF MEMBERSHIP.

But the permanent organization of the governing factors is not the only thing necessary to the fulfillment of the aims of the association. In order to "secure and maintain for the office of teaching its true rank among the professions of the State and to furnish a practicable basis for united action among those devoted to the cause of education in the State"

there should be a permanent body of members. In order that any social or professional organization may accomplish its purposes, there must be continuity in the membership. It bodes little good for the spiritual or material welfare of a church if the membership be constantly changing, if the "pillars" keep shifting from Sabbath to Sabbath. It is not a promising situation when the rank and file of a political party keeps changing from year to year. So it is with the C. T. A. Our purposes can never be accomplished if we continue to depend upon a shifting membership. We must bear in mind always that "Everybody's business is nobody's business." To attain the best results, we must establish and maintain a closer relationship between the association and the teachers.

SECURING A PERMANENT MEMBERSHIP.

On September 1st of this year the management sent out more than fifteen hundred return postals to those who were members of the association last year. These cards carried an invitation to those who received them to become permanent members. By permanent members we mean those who signify their intention to remain with the association until they give notice that they intend to withdraw from it. The permanent membership application is not a contract; it is not even a promise. It is simply a convenient arrangement whereby the applicant is assured of receiving notice of dues, thus preventing his being dropped from the roll of members, and whereby the management can keep in touch with those who want to be connected with the association for an indefinite period.

ADVANTAGES OF PERMANENT MEMBERSHIP.

This advantage of this arrangement to the members is quite evident. Membership is rendered certain; the voting privilege is guaranteed upon payment of dues and lastly, the privilege of receiving every issue of the proceedings will be rendered more certain. The advantage to the association will be increased opportunity for serving its members and increased influence as an educational factor in the State. The association needs a backbone of membership in order to "furnish a practicable basis for united action among those devoted to the cause of education in the State." It cannot furnish

such a basis so long as its growth is attended by spasmodic enthusiasm alternating with apathetic chills. Let our next move be to secure a permanent membership.

THE PROGRAM OUTLINED.

After a conference with the heads of the various sections Mr. Moore has arranged the program as follows: On Monday, December 28, the Council of Education will holds its initial meeting in the morning. In the afternoon the first general session will be held. After the usual welcoming addresses, President Moore will present his annual address, and he will be followed by Dr. G. Stanley Hall. On Tuesday morning the High School and Elementary Associations will hold their meetings, as will the Drawing and Manual Training, Music and County Board sections. The High School section will do sub-section work, there being sub-sections in History, Modern Languages, Ancient Languages, English, Physics and Chemistry and Physical Geography. Dr. Hall will appear at one of the section meetings. In the afternoon there will be another general session and the evening will probably be given over to entertainment by the people of San Jose. On Wednesday morning there will be nominations for office and another general session. In the afternoon there will be a joint session of the High School and Elementary sections and separate meetings of the other sections. On Thursday the election of officers will take place, the Australian ballot being used. Certain specified hours will be arranged for voting. The Council will also meet Monday evening and Tuesday morning, making three sessions in all. Besides Dr. Hall there will be another Eastern man on the program. There will also be some of the leading lecturers from California present with the best messages of the West. With a fine membership assured, with an excellent program, with so much work to do for the schools and for the teachers, with such a hospitable city as San Jose, as hostess to the association, with excursions, entertainments and other pleasing features, the San Jose meeting should pass into history as one of the most inspiring, most helpful, most entertaining in the history of the California Teachers' Association.

Unity in Variety.

PRESENTED BY PROF. ALEXIS F. LANGE,
UNIVERSITY OF CALIFORNIA.

Unless my memory is at fault, it was on the centennial day of our national independence that I asked my father whether the time had not come for me to get an education beyond that of the home, the farm, and the district school. On the morning of that day I had heard him preach a stirring historical sermon on the many gifts of mind and body necessary to make them all tend to the common good, material and spiritual. In the afternoon I had continued my manual training exercises in a hayfield, with the aid of a pitchfork, and while so engaged, had thought an adolescent boy's thoughts about the farther goal—for one particular boy—and these thoughts had resulted in my question after supper, when I was having one of my very intermittent lessons in Latin with my father.

My father's reply had more meaning than I grasped at the time. "Of course," he said, "you shall have a chance to become what you were meant to be, but don't worry: aren't you at school now, indoors and outside, seven days in the week?"

It was even so, as I have realized more and more since. There was the department of applied agriculture, with prescribed courses, as it were, in grain, stock, fruit, and vegetable farming,—and an optional course in flower gardening, father's hobby. There was the correlated department of domestic industries, with its large cycle of object lessons in converting raw products into food and drink and light and soap and homespun. How could you help knowing something about the evolution of the suit you were wearing when your own mother had made it, out of material woven on a neighbor's hand loom, and spun before your eyes and ears by an old-time domestic, out of yarn in the earlier history of which you had played your small part from feeding the sheep to carding the wool? There was my favorite department, that of the mechanical arts, with its daily challenges to resourcefulness and inventive skill. And what joy to have your handiwork commended by your adult contemporaries! What fun to sleep in a trundle bed of your own devising, dowel and mortice-and-tenon joints, trundles and all! And when a neighbor came to borrow your improved cornfield marker, what

progress in man-making to become conscious that despite the original and acquired sin of a minister's son you were not an "undesirable citizen." Now place alongside of this varied and unified curriculum the more humanistic half of my world in little, the permanent type forms of human character, of human intercourse, and of institutional life, the religious interests of theory and practice, the calls of the wild on fishing days and coon hunting nights, the existence of a Civil War veteran in almost every other house to interpret the heroes of the Bible by, and Plutarch, and the War of the Revolution,—and you have a rough outline of what, as I suppose now, my father had in mind. At school seven days in the week, indoors and outside, an undivided boy, preparing for living and for making a living by many-sided doing. What formal education could do beyond this was to set this rich store of experiences in order, to assist the boy to a larger share in the treasures of race experience with nature and man, in the things that explain the present and disclose the goals of the future, and in so doing to discipline him into a higher degree of individual fitness and of social fitness for something.

Now, even thirty years ago, a Wisconsin backwoods story like this—with or without variations—might have been classed here and there with the Tales of a Grandfather, but can you find one boy or girl now to a thousand then, who is apprenticed as they were to the whole of life's activities and duties? At all events, is it not easier to cite instances of families of which one may say: nobody works but pa,—and he doesn't know how? However, I shall not attempt to draw the contrast between present and past, for you know it and I don't know how to draw. Nor is it necessary on this occasion to enlarge on the truth that unless the school supplies the lack created by changed conditions, the nation's greatest resource will go to waste along with the rest, the resource of an efficient manhood and woman hood. Even the most scholastically superstitious medicine men of the tribe of pedagogues—dear friends of mine, some of them,—are nearing conversion at this point. Psychology and the best that has been thought and said about education and genuine democracy confirm and explain the interdependence of personal and social development on the one hand and a variety, on the other hand, of vivid contracts with the actual, before, while, and after taking a school education. Moreover, he misreads, I believe, the trend of events who does not see that our educational forces are mov-

ing in this direction, are on the way "to Richmond," all along the line. How to get there, is another question, however, and so my sketchy remarks on the general plan of campaign may not be out of place.

"A tiny creature," says an Old English riddlesmith, "devours the speech of the brave and wise, but becomes not a whit the wiser for all his eating. Guess!" The solution is—a bookworm, papery inside and leathery outside. Happily, we teachers, whatever our subjects or grades, are learning to guard against such an outcome by connecting the life outside of books with the life in books. We are learning to plant the tree of knowledge not on but in the soil of the pupil's experience. We are learning to make expression of one kind or another, both the means and the test of development. The workshop idea has entered the teaching of every subject from the Kindergarten to the University, and this means starting with actual life for knowing and coming back to it for doing, yea, even though the route be Latin and Greek. The aim is no less man-centered than before, as compared with the purely vocational or work-centered aim, but the starting points are coming to vary as the life varies that the pupils know. The roads to Rome are multiplied when the teaching of arithmetic, geography, history, language and literature, adapts itself to the pupil's world and that of the "old folks at home."

But this general educational movement only emphasizes the need of training the motor powers, not only those involved in speech and song, but also and especially those called into play by drawing, moulding, the use of tools, apparatus, and utensils. Of course, I shall not carry coals to New Castle by dwelling on the educational value of manual training and drawing and all that these terms imply. But if I were addressing, say teachers of English, I should advise them to each get a final decree of divorce from barren words and to look for their affinities among the teachers of drawing and manual training. To the self-appointed apostle of "cult-chaw" or culturine I should say that overalls worn to some intelligent purpose and labor-skilled hands have become indispensable elements in a really liberal education. This conviction implies—as an end to work for—first, that the motor arts be given a place everywhere in our elementary and secondary schools, and in the University, which, together with the Normal Schools must assume the duty of preparing teach-

ers; and, secondly, that these arts be kept close in content and methods to individual needs and to the activities of the community. Manual training may well spell gardening, for example, and still fulfill its educational mission. It may stand for Swedish or Russian or other systems in all their glory and yet do as little to adjust boys and girls to their environment as the ordinary teaching of technical grammar.

Another phase of the same general movement is the imperative demand for vocational training, with work-centered rather than man-centered aims. Preparation for living must culminate in preparation for making a living. One need not fall in with the crude notion that all study is for revenue only, and may yet insist that the school must take over, in the interest of the general welfare, responsibilities once shared with other agencies. To provide a democratic school-system with professional courses or schools and not also with special commercial, industrial, and agricultural schools of grammar and high school grade is to deny the democratic principle of equal opportunity, is to deprive thousands upon thousands of their right to life, liberty, and the pursuit of happiness. What Germany has done in her paternalistic way we must do in our democratic way. How? By diversifying education and at the same time keeping its technical offshoots in vital connection with the one non-technical stem. There is every reason, pedagogical and social, why vocational schools should not be allowed to constitute a system by themselves.

Now, how shall this vital connection be secured? At the University of California we are trying to secure it by making the two years preceding the bachelor's degree transitional. This means, in the first place, that the old theory of general culture, which in practice issued only too often in general ignorance and helplessness, has been modernized to include the idea of definite social efficiency and service. To understand and assimilate the best of our civilization is one-half of culture; the other half is ability to act in it and for it. The reshaping of these two years means, in the second place, that the fundamental principles, processes, applications, and methods of one or the other prospective professions serve the twofold purpose of further man and citizen-building and of preparation for a calling, whether it be that of lawyer, physician, and teacher, or that of business man, engineer, architect, industrial chemist, and expert manager of a farm. It will mean ultimately that the mastery of the special processes and tech-

nique will be attended to by the professional graduate departments, each no longer put mechanically on top of the undergraduate course, but growing out of it. Implied in such dovetailing of man-centered and work-centered aims by means of general introductory work is a wise use of the principle of free choice of studies. The golden means must be found between narrow specialization and breadth without power and motive force.

Here, to my best knowledge and belief, we have the correlating principle, which we should apply in directing the evolution of vocational schools and of manual training in its widest educational sense. If some Fortunatus would lend us his wishing hat, so that whatever I wished would be realized at once, no boy or girl would be deprived of the chance to become a trained worker. Institutions affording the chance would spring up faster than Carnegie libraries, according to the needs of "home and country." Some of them would radiate from the grammar school; some from the middle of the high school; in the University there would be added to the existing occupational departments that of domestic science. Again, every cultural curriculum would contain manual training, drawing, and music, all prescribed, on purely educational grounds, up to the end of the sixth grade; beyond that optional, perhaps, for those planning to enter a high school, but optional only in the limited sense of postponement, so that if, for instance, manual training were not elected by the pupil in the seventh and eighth grades, it would have to be taken up in the high school. And beyond the high school,—full equality of these subjects with the traditional ones in the sight of the University!

This twofold expansion of the school system accomplished, another manipulation of the wishing hat would make the content and the teaching of manual training and drawing courses, from the sixth grade on, as much as possible, a bridge to the vocational departments or schools, which more or less local needs have created. But through these adaptations to local conditions would run a common purpose. Here too, there would be unity in variety. One aspect of this purpose would be, of course, to teach tool processes; another to get the pupils to do and make things socially important and good and true and beautiful in design and technique. The core of it, however, would always be, certainly in manual training if not in drawing, what the Massachusetts Report on Industrial

Training calls "industrial intelligence,"—"the power," as the report has it, "to see beyond the task which occupies the hands for the moment to the operations which have preceded and to those which will follow it, power to take in the whole process, knowledge of materials, ideas of cost, organization, business sense, and a conscience which recognizes obligations." Such appreciation of the industrial fabric which surrounds us would be the best preparation for work in it; such appreciation would at the same time supplement for all pupils, regardless of future occupation, the appreciation of our civilization that should come through science, literature and the other fine arts, the languages, and history. Intellectually, at all events, industrial intelligence, the evolutional attitude of mind, and the historic sense, are only different aspects of the same thing.

But this fact suggests that the work of the wishing hat would not end here. Through the co-operation of the manual training teachers of a well-developed high school with the teachers of the other subjects of the curriculum, there would come into being, piece by piece, a historico-industrial museum. I say piece by piece, because successive generations of boys and girls would make nearly every object of the collection, by more or less competitive effort, the opportunities for individual self-chosen tasks being utilized for this purpose. Little by little such a school would acquire a permanent illustrative and reference apparatus that every teacher in the school would find indispensable. It would contain, for instance, examples of house-construction at various times, among different peoples, in characteristic styles. In it you would find specimens of the household furniture of Greek, Roman, Elizabethan English, and Colonial homes. It would illustrate the evolution of utensils, tools, implements of peace and war, and the means of transportation; the history of games of various sorts, the history of costume, ancient and modern, and even of baking and cooking, although the result could hardly find a place in a permanent exhibit, except, perhaps, a railway station doughnut. In short, there would thus be built up a library of culture products to illuminate the library of books, to reveal the lines and features of the past in the face and figure of the present; to disclose the unity of the arts, the sciences, and industrial advance; to bring together and to keep together in bonds of mutual understanding and sympathy the future representative of manual skill and of other callings. In fact, a collection of this description might almost be called an auto-

matic coupler. How a model of Caesar's bridge across the Rhine helps a class in Latin to realize that Caesar was a man who could "do things," instead of being an ablative absolute or a specimen of indirect discourse! The boy who has made the model from Caesar's specifications has clasped hands with the great Caius Julius as a brother engineer, and with his thought and language-minded school-mates as one who can do for them what they need but cannot do themselves. What a difference in the effect upon the imagination between handling a halberd or a distaff, seeing a Greek entablature or fret, putting on a tunic or doublet and hose, and going to a dictionary or even to a picture book! How much easier in every way for the teacher of literature and history to begin with life for knowing and to come back to it for doing, if such means for picturing and interpreting life were at his disposal!

Of course, manual training and drawing should never be made the handmaidens of other subjects. And in solving the problem of correlation the industrial activities of the community and the prospective vocations of the pupils must be considered first. Nevertheless, a series of suitable prize problems that illustrate the development of the arts and crafts, the prize being acceptance of the winner's handiwork by the school, would widen the range of interests and motives connected with the motor arts. Even partly and imperfectly carried out, such a plan as suggested would spread and deepen industrial intelligence and social sympathy. It would promote an enlightened public spirit.

But whatever you may think of the peculiar antics of my wishing hat, you will agree with me, I know, in this, that the motor arts have it in them to make the school spell life and to lead over to life, and also in this, that these possibilities must be realized ever more fully in accordance with the guiding principles of educational unity in the variety of educational effort.

* * *

Certain Desirable Substitutions in the High School English Course.

PRESENTED BY E. O. JAMES, BERKELEY HIGH SCHOOL.

When our English Section was organized three years ago its members agreed that, for the sake of better effectiveness in discussion, the topics should be limited to definite and actual

problems. I trust I may be pardoned if I appear somewhat to violate that agreement, and I offer as an excuse my conviction that a right solution of concrete problems of method depends upon a better agreement among ourselves regarding first principles and purposes.

I assume that it is desirable, of course, to get the best results in quantity and quality from teaching literature in the high schools. (Some of us are tax-payers). Setting aside for the present the whole question of training in self-expression, do we get results from the study of literary masterpieces commensurate with the hard effort and precious time it costs both parties to the educational process? Suppose the high-school graduate had studied faithfully and under wise guidance some other subject instead of English literature, would he, think you, be notably different? I ask this not in pessimistic mood: doubtless all earnest teaching effort pays. But do our present returns satisfy a moderate and reasonable test of economy and effectiveness?

I assume also that our course should be arranged to show progress, the result of each piece of work being applied to the next, and all effort working toward an organic, unified process of growth. This does not imply unvaried emphasis, but it does mean that each task and each unit of study should have a definite bearing upon the main purpose of the literature course. What causes the almost total break in interest be-between so many of the selections studied? Why is the introductory lesson so rarely a natural step, so often a wild plunge into the cold baths of culture? Can we so arrange the course that we shall be able to call into constant life this year what we taught the student last year? Is it good teaching to leave a result unrelated? or to work for a result that contributes by mere chance, if at all, to the growth of an orderly mind? Is it good teaching to constantly leave half-learned things to be half-learned again? It is certainly not setting too high a standard to demand of ourselves teaching that will enable the intelligent student to be aware of an unmistakable trend in human development as expressed in great literature: knowledge comparable in clearness, for example, to an intelligent history student's knowledge of the mediaeval institutions or the five or six main epochs in the growth of constitutional liberty among the English race.

Progress then, but progress toward what? Why teach literature at all? A cynic might say there is no purpose—

there are as many purposes as there are teachers of English—nay, more, for many of us have nine purposes, which sing alternately, though not always with sweet voice. Conscience accuses that we sometimes substitute the method for the purpose: summoning up Scott that pupils may learn skillfully to juggle the inverted sentence; or Burke and Lowell, that many outlines may be made; or Milton and Shakespeare, that pupils may study allusions. (I bless the instinctive virtue of that boy who spelled the word "*il*lusions.") One hesitates to criticize any method which marches bravely; but to what purpose use even a perfect method?

There is a temptation to take refuge in comfortable generalities or non-committal modesty: but these may cease to be a virtue. On the other hand, constructiveness is harder than criticism, and I mind me that this may be ground where strong and wise angels fear to tread. But may I, as doubting pupils do, recite by asking the teacher a question? Setting aside the large and important problem of training in self-expression, will you agree with me that we teach literary masterpieces in our schools, to enable California boys and girls, so far as we can so aid them, to reach their best development as serviceable individual members of that social state which we call the American democracy? If not the full purpose, does not that largely constitute the purpose?

Then may I challenge the choice of masterpieces in our present average course of study in two particulars? First, is the course sufficiently suited to present-day California boys and girls, to local conditions and environment? Is a boy from a Lake County ranch identical in apperceptive power with a boy from San Diego? Or, more pertinently, is either boy identical with a boy from Nashville or Galveston or Omaha or Alleghany or Cambridge, or with a little English lord? What bearing upon the pupil's ability to appreciate literature have the various matters of industry, commerce, agriculture, religion, politics, aesthetic, social caste, social ethics, local history, all that distinguishes a section from a country?

Second, I venture to challenge the present course on its ability to train for a life of service in the American democracy. Would our course, think you, have any appreciable beneficent effect upon a refined snob, an imaginative weakling, or a shrewd practical fellow who believes that Schmitz, even if guilty, is admirable? Let us not demand too much; even the

brightest senior is not a full-developed social being; we should not succeed in making an ideal democrat of him in twice four years of schooling. But the English course should help him notably in its way to serve, to co-operate, to be a contributing force. Whatever the specialization of the student's training, however largely the utilitarian enter into it, literature, used as such, should inspire and nourish something in the spiritual part of him. It should refine his sentiment, ennoble and harmonize his emotions, quicken into orderly development his imagination, reveal the ties of human sympathy, discover ethical beauty, aid him to share that part of his race inheritance which experience shows is best: in short, it should be an important means of integration which will make one person of him.

We cannot afford just now to abandon democracy as a failure; we cannot afford to lose faith in the ceaseless miracle of the old order's changing to the new; yet it is doubtful if there has been a time since the Civil War when there was greater popular distrust regarding the integrity of the social organization. It is a world of quivering, vital activity. Let us take shame for ourselves and our methods if we fail to inspire students to serve heartily and well in the common cause. Here is a task that calls for heroism, for the inspiration of beauty and harmony, for healthy humor, for clear, organized thinking. If ever literature is life, let it be in our work a means to life; let it fail in this, and its place in a scheme of useful education is more than questionable.

We hear good students complain: "We don't know how to study English; we can't tell when we have mastered an English lesson." The intelligent student can generally be made to see why it would be undesirable to set tasks in English comparable in definiteness to an algebra or Latin lesson; yet his grievance is just. It is difficult to imagine any teaching effort more fruitless than that which results constantly in the student's sense of confusion and uncertainty, and his corresponding inability to master and make part of himself that which he studies. Too many of the masterpieces are of such nature that none but the student of phenomenal ability can get the truth; and the result is positively pernicious, for the young people miss the sense of mastery; the honest mind, of somewhat scientific exactness, gets a horror of that vague impressionism which is called English; and the mind that most needs discipline and integration falls into worse

slip-shod mental habits, and plays with shams and nebulous imagination, calling that mental work.

In proposing to discuss certain possible values of a freer use of American masterpieces in the schools, I do not wish to be regarded as an anarchist. I have no desire to annihilate the existing order of things. Neither do I assume to offer *the* solution of *the* English problem. Most of us have examined too many composition texts and too many new editions of old classics to wax enthusiastic when some prophet tells us that he has the much-desired millenial method which will make our English work a beautiful automaton. The proposal I offer is not a new one, but the present conditions in the California schools seem to warrant repeating the suggestion with added emphasis.

It is not my purpose to contrast the national literatures of England and America nor to attempt to depreciate the value of the one to the advantage of the other; but rather to question whether the educational values of the two may not be more nearly equal than we appear to have believed. The two nations have a close sympathetic unity in race-ideals; I do not think of their being opposed or notably divergent in purpose. If America fail in making democracy a working possibility, the failure will be racial, not national, The institution is not a peculiar possession of the American people; for example, I have felt that Burke's speech before the Bristol electors was most truly democratic in the sense that each of the four main questions considered in it is directly related to the democratic movement. And yet it may be fairly stated that democracy finds much of its best expression in American literature. It could hardly be otherwise when our best men of letters have been scholars in the true sense, knowing and sharing the ideal tendencies of their times, realizing in themselves and their work the best future of their country. We have generally rejected the men who have lacked vigor equal to the action of their times. Forced to be a part of a real social struggle which has lacked somewhat of Utopian glamor but not of Saxon earnestness and heroism, our literary men have voiced what the people have most earnestly striven for.

In this very capacity, I believe, lies the best value of our most vigorous literature—to show that our national life, the struggle to attain democracy, is an organic growth. In the down-cast thought that pervades much of the current literature, there seems to be an unbridged chasm between the ideal that was intended by the founders of the Republic, and the

unlovely actual conditions. Would it not give our young people a nobler patriotism if they could realize the courageous ideals transfigured across the turbid political prospects; if they could know that Emerson, Whittier, and Lowell experienced and faced similar vexing conditions, worked to arouse a similar lax public conscience, and hoped and inspired others to hope? The English as well as the history course, should show the thoughtful student that America has not failed, though it has not always been certain that she should succeed; and that it has been always the men of truest thought and noblest sentiment that have made apparent the better course. Our young people should know liberty and love of country from some other source beside battle songs of the Civil War; they should know that liberty has never been retained by the idle or unintelligent or selfish; that it has always called for service and always will.

The study of literature ought definitely to serve also in creating sympathies that are truly national in scope. Sectionalism uttered in worthy literature loses itself and becomes a part of the national life. We need to cultivate the right kind of pride in country, pride that comes from a conscious sharing in a great cause, from inheriting a past that is not wholly lacking in the heroic and romantic, from having for one's country a land, which, while new, is not colorless in a human sense. Characteristic literature of locality, whether reflecting the human interest or merely the external aspects of nature, has its place in our work, provided it satisfy the demand of literary worth and youthful appreciation.

Again, would not a freer use of American masterpieces help to bring the course more within the apperceptive range of the average student? University guidance, operating through entrance requirements, has been invaluable particularly in maintaining the literary standard of the high school course. However, the very care taken to maintain that standard has involved the university authorities in a serious error, that of prescribing for study certain literature far beyond the student's appreciative capacity. They have misjudged the place of masterpieces, and have forced into secondary schools interests and bases of emphasis which exist only for a limited group of university students. Minutiae of textual criticism, especially concerning the plays of Shakespeare; nice problems of philology; master-analysis of the language anatomy which embodies literature; generalities of criticism: obscure questions of the history of literature; and finally, a pro-

found and often melancholy philosophy of inaction—the poetry of subtle moods: these have determined, altogether too largely, the prescribed reading of many thousands of innocent, healthy, undeveloped young people. I challenge that standard of choice which regards only the taste and capacity of those rare lads of genius, sprung from a long line of scholarly ancestors, lads who were born in fine old family libraries, who cut their teeth on classics and cried when in kilts for the Atlantic Monthly, whose very life-breath was the air of culture and refinement. I rejoice that America has had, and now has, such men; they show us plodders the way, and make our best efforts seem clumsy by comparison. But I question that principle of choice which assumes for the average young person interests and mental capacity which are the product only of exceptionally fortunate heredity and environment.

The American high schools are doing what no secondary schools were ever called upon before to do,—to educate an increasingly large number of the common people, amid conditions that prohibit confining means and objects within strictly classical bounds. Our high schools have never belonged to an aristocracy of wealth or class; no more do they belong to a distinctly intellectual class. This condition may be unpleasant to contemplate, but I believe it is a fact. More and more the popular demand is forcing the high school to do *something* for young people who have not inherited scholarly ability and who are not surrounded by the classical environment. We cannot honorably evade the hard problem of trying faithfully to adapt our material and means of teaching to the minds we have to educate.

Some literature is strangely universal in appeal—Shakespeare, for example. The plays are so full of human interest that their setting adds a charm, not an obstacle. But I question whether we do not, in many other cases, make too strong a draft upon the imagination of ordinary, plodding boys and girls. (Only gifted cows know how to jump over the moon gracefully). True, if the notes be good, the glib memorizer can learn what the editor says the obscure statement or dead allusion means, but that, I take it, is but a poor sort of knowledge, not comparable in worth with that interpretative intelligence which grows from the student's experience. The gap which separates the student's voluntary reading from his school literature is shocking, less because of the low taste which characterizes the former than because it shows up the futility of our efforts. We are teaching boys and girls lately

of many race-stocks, now strangely commingling amid new conditions. What have we to build upon? Must we be always seeking the foreign, the remote? Did not the gods sometime dwell in our own land, too? Have not our priests of nature been men of true faith, of discerning sense, of charming voice? I begin to doubt the educative value of that nature-poetry for which the student's experience affords no personal comparison. (Some enterprising educational publishing company would, I am sure, make a fortune and benefit a hard-worked profession if it would publish phonographic records of the unknown bird-songs our young people are expected to grow rapturous about in poetry. Listening to these, teacher and pupil, neither of whom knows the song of a seagull from the love-twitter of a dicky-bird, might attain a good imitation of culture). Would it seem strange if our California boys and girls liked the exquisite nature poems of Wordsworth, Shelley, and Keats the better for having read, either as prelude or postlude Harte's "Madrone," or Sill's "Among the Redwoods" and "The North Wind"—lyrics that interpret modestly, but with art, some phase of beauty that must have appealed to nearly every California boy and girl?

Taking up the question of practicability: the crowded condition and the prescribed nature of the course seem to discourage substitution or addition. I believe these objections are more apparent than real. The first is due to our habit of teaching intensively all masterpieces, the second to our unwillingness to take advantage of the free privileges of substitution offered by the university. A brief comparison of the entrance requirements in English of the University of California with those set by the joint conference of the four associations of colleges and preparatory schools in the East may be worth making here. Of the seventeen masterpieces or unit-groups in our California list, fifteen are presumably for intensive study; in the Eastern list for 1909-1911 there are six units from which four must be chosen for intensive study; and forty other books, arranged in six groups, from which ten titles must be chosen for reading.

In my judgment our California list shows much better grouping of equivalent masterpieces—understanding by equivalent not length nor difficulty, merely, but rather educational value, the power of appealing to the same qualities of mind in the student. A reading course chosen from the forty titles in the Eastern list might be extremely disconnected and lacking in progress.

I venture also to criticise the principles of selection shown, for example, in making Macaulay's "Life of Johnson" (with Carlyle's "Essay on Burns" as a substitute) one of the four books for intensive study. Such study is presumably very intensive, indeed, in those schools which prepare large numbers of students for college entrance examinations. The American student's experience affords too little upon which to build such a study, and the essay seems to me to lack that relation to life which would enable it to stimulate life. Again, while the list of forty titles for reading contains seven that are American, we miss the vigorous and purposeful American literature that is in the California list; we may desire American poetry, but should hardly be satisfied with "The Courtship of Miles Standish" and selections from Poe. On the other hand, in its emphasis of a distinction between intensive study and extensive reading, the Eastern list has, I believe, an advantage over ours. I believe the need of no reform in method among us is more imperative than this. We play our course like the village band, with unvarying emphasis, every measure just as heavy as every other measure, and only want of breath preventing us from blowing longer and harder.

This plan of combining intensive study with extensive reading challenge serious consideration in several particulars.

First: it calls for a right appreciation of equivalents, masterpieces related in different ways to the same object. Each group should represent relatable ideas, and a tangible central thought that should have a place in the orderly development of a course. For example, a somewhat close study might be made of "Snow Bound," with less intensive reading of "The Cotter's Saturday Night" and "The Deserted Village," coordinating whatever other prose and poetry the voluntary reading of the class should afford, with perhaps the sight reading by teacher or pupils, of the best brief relatable selections. From all this could be developed the idea of the relation of the working class to organized society, labor could be shown to be an essentially moral element in modern life, and with such emphasis there would be a distinct preparation for the study of the group of essays on ideals of citizenship.

Again, this plan makes possible something like individual growth. The brighter pupil could grow faster without bursting the buttons off the class round-about. Then, too, your dull ass need not be beaten quite so hard; you know he doesn't arrive the sooner than his capabilities allow, anyway. Per-

haps he might even mend his pace if he were less cudgeled by riddles of the universe. In other words, teaching need not be by lock-step.

Similarly, it is conceivable that each school might become an independent educational force, in the right sense of independence. Doing important things in common, teachers would be stimulated to make all the supplementary portions of their courses representative of their own best experience with literature, corrected to suit the needs of youth. If their ideas differed somewhat so much the better: the added impetus of a teacher's personal enthusiasm ought to prove a great lifting power.

I would rather leave alone the question of discarding or substituting certain masterpieces, for I cannot here adequately defend my reasons, unless the first half of this paper constitute such defense. Brevity in criticism so easily appears dogmatic. Yet in my judgment the right principles of choice and emphasis warrant some changes.

I believe that both the abstract, allegorical nature and the literary structure of "Comus" render it unsuited for intensive study.

I believe that the profound seriousness of mood, the impersonal quality, and the difficult classical form and expression of "Lycidas" render it likewise unsuited.

I believe that somewhat similar qualities,—abstractness of thought, obscurity of expression, and maturity of ideal, rule against the study of Lowell's "Commemoration Ode." I suggest for equivalents that are better suited for appeal to youth, his "Present Crisis," portions of the "Biglow Papers," his "Concord Ode"; or short poems by other authors that define comprehensively the ideal of liberty and service of country.

I believe the obscurity of expression, the historical allusions, the lack of connection, and the mood of the Childe Harold selections render them unsuited for any except related reading; perhaps the passages about Venice and Rome might be read profitably in connection with the Shakespeare plays.

I believe that it is a mistake to try to give representative selections from Browning. He appeals, on the whole, only to mature minds; the attempt to denaturize him for school use is likely to involve two mistakes—the including of poems far beyond the student's ability to interpret (such as the fragments of "Balaustion's Adventure" or the profound "Rabbi ben Ezra") or the substitution of "easy" lyrics that are neither representative nor educational, (such as "Evelyn

Hope"). This objection need not, I trust, involve the objector in an apology for his own love of Browning; the question is simply one of fitness, and it may well be doubted whether many people reach their Browning age before leaving the high school. May we not trust some things to the future?

I believe that the same criticism applies to the selections now generally studied from Arnold.

In my judgment, Lowell's "Democracy" and Emerson's "Fortune of the Republic" and "The American Scholar" are too complex and mature for study in the second year unless very careful preparation has been made for them. I question the use of "The American Scholar" anywhere in the course. Certainly a legitimate need is defeated by making this group of essays on the ideals of citizenship so difficult. Lowell's "Lincoln," if prepared for, should be of great value; might there not be associated with it other essays which, like it, present the desired ideals in the concrete problem or biograph—perhaps something based on important public questions of reform since the Civil War, with related outside readings of biographies showing modern men who have accomplished noble service for the people?

I believe that the average student's history perspective is too narrow to insure his getting the best results from Macaulay's essays on "Clive" and "Hastings." Unless the student have a good knowledge of English history he cannot appreciate the idea of empire-building. That idea lacking, the study of the style can hardly be justified for a main purpose. Again, let me urge, it is not a question of the literary worth of Macaulay's essays; but rather, whether something else might not be read with equal or better results.

For the reason that Thackeray is not for the inexperienced, I question the use of any of his novels except perhaps "Henry Esmond"; and because of historical perspective, I believe even that should not be required for intensive study of all pupils.

I believe that a distinct service could be rendered by presenting in the fourth year a group of literary essays of a different type from Carlyle's "Essay on Burns" or Macaulay's "Life of Milton": that is, essays about good reading rather than literary men or style; essays that inspire a reverence for good books and help toward habits of good reading. The group should include several now offered as substitutes: Low-

ell's "Books and Libraries," Ruskin's "Sesame and Lilies," Harrison's "Choice of Books," and Maurice's "Choice of Books."

I would free from all obligation of teaching that subject, the teacher who honestly feels himself incapable of using the Classic Myths as an interpretation of those ideals of Greek life suited for youth. If anywhere we vary emphasis, let it be here—a few stories developed in orderly, quickened imagination; main facts, not encyclopediac details; the spirit, rather than the letter; and anything rather than Pope.

On the whole, there seems need not so much of revolution as of using the opportunities we have. It would be possible without doing the least violence to the existing order, to make the close study of a somewhat limited number of masterpieces the center of a wide range of good reading. It seems a distinct educational loss that a student should leave the high school without being influenced by something more than children's verse and stories in the work of Emerson, Longfellow, Lowell, Whittier, Hawthorne, Lanier—to name only the few greatest names. I am not prepared to urge the discarding of very many selections in the present course; but I cannot help wishing that we could find time to introduce our young people to Whitman's "There was a Child went forth every Day," Holmes' "Chambered Nautilus," Emerson's "Each and All," Lanier's "Marshes of Glynn," Longfellow's "Keramos" and a half-score of his best sonnets, Markham's "The Man with the Hoe"—to name but a few out of a hundred poems that would make the course more healthily American. We need the optimistic and healthy, the literature of action, of wholesome humor, *en rapport* with high-spirited nature. The recent is not too new, if good enough. We will not reject the old if it have life-giving power. Let its truth be not outworn, but able to fill youth's full measure of life with that which the best experience of our times shows to be true.

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The Problem of Outside Reading for the High School Pupil.

PRESENTED BY T. J. PENFIELD, VACAVILLE HIGH SCHOOL.

The discussion of outside reading as one of the problems of the teacher in English means several things. It means, for one thing, that the ordinary class-room work is not accom-

plishing the results which we have taught ourselves to expect. It means that we are beginning to realize that something ought to be done which is not being done. It means that we must revise our ideas about the whole subject, that a new adjustment of our work to the growing needs of our day must be made, and that we must prepare to measure up to a higher standard than in the past.

In presenting the subject to your consideration, my purpose is very simple and includes only two things: First, to present a point of view for looking at the whole subject; and second, to derive from that a working principle which is simple and practical.

First the point of view. The fundamental thing, in this connection, is the idea that outside reading and class-room work carried on without reference to outside reading is an inadequate treatment of high school English. It also applies that if the pupil's outside reading does not grow out of his class-room work, the presumption is that the class-room work is at fault in its direction and principle, as well as being inadequate. In fact, wherever these two activities are separated, we must find that neither is fulfilling its true function. The two must be regarded as correlative and inseparable.

It becomes necessary, then, to examine our scheme of class-room work in its relation to outside reading. And here two broadly contrasted theories present themselves. We have on the one hand what, for convenience, we may call the older or traditional view, and on the other, that which, for the purpose of the moment, we may call the newer view. These two views involve entirely different aims and lead to entirely different methods.

The older or traditional view is marked by the tendency to emphasize form and to neglect the substance. Theoretically, it may be held impossible to separate form from content, but it is quite possible to do this in thought. And the older style of teaching has undoubtedly carried this tendency to the point of an abuse. Even a cursory examination of the older way of teaching English shows that by far the greater part of time and energy is devoted to such lines as the following: (1) historical, geographical, and literary allusions; (2) grammatical structure; (3) the meanings of words, sentences, and parts as isolated and unrelated fragments; (4) biographical data; (5) literary type-forms; (6) history of literature, etc. I am far from denying the value and necessity of this kind of work. It is a question of relative importance.

Does this kind of work in the class-room furnish the needed inspiration and guidance to the pupil in the matter of his outside reading? In cases where the pupil is doing outside reading, is it the kind of class exercise that forms the basis of his interest? Both questions must be answered in the negative. In and of itself, the traditional way of teaching English is relatively barren of inspiration toward the achievement of adequate results by the pupil in his outside reading. That this is so is attested by the growing dissatisfaction of educators, teachers, and laymen.

By viewing the matter from another angle, we can see why the traditional way of teaching English must fail to produce the results which we all feel ought to come from a pupil's contact with our literature. Under the old order, the linguistic or literary form becomes the source of questions. Such questions do not spring from a common center, (unless the printed page is made to do duty for this in the pupil's mind), they do not have unity, they do not aim at building up and definite and realizable conception. It is safe to say that, under this system of teaching, the vast majority of questions which our pupils are made to answer in the class-room are of that kind which lawyers object to as "incompetent, immaterial, and irrelevant."

The trouble with all this is that in this kind of work there is no basis of unity. The mind of the pupil cannot gather headway in any one direction. There is no culmination of interest and movement. The pupil is forever marking time. Such questions do not impel the mind of the pupil toward a deep and lasting interest in the world of books. If he ever reaches such an interest, it is rather in spite of such work than because of it.

On the other hand, the newer conception of teaching English puts the main emphasis on substance, and concerns itself with form only as the concrete embodiment of substance. It rejects all study of form isolated from content. The beau-ideal of the older system is correctness, that of the newer conception is the freedom and expansion of the soul. It recognizes that literature is an affair of life. It holds that the forms of art are generated from within, and that, consequently, in order to master form, we must work from the center outward. We must first possess the substance and make that the basis of further work.

The contrast between the two views is seen in the fact that the newer view makes the substance the source of ques-

tions. The result is just the opposite of that obtained by the older way. The pupil deals with questions for which a proper foundation is laid after the manner of the courts. The result is the development of a coherent group of ideas. All things are related, and the pupil can sense his onward sweep toward a definite goal.

The relation of this second way of teaching English to outside reading further emphasizes the difference between the two views. The second kind of teaching leads naturally to a demand for outside reading, because the basis of interest is the same for the class-room work and the pupil's general reading.

The general point of view, therefore, may be stated as follows: Outside reading and the work of the class-room are to be regarded as correlated parts of one general problem, and since that conception of the teaching of English which places the main emphasis upon the form does not afford the best foundation for wider reading, the chief emphasis should be shifted to the study of the substance of literature, in order that we may provide a basis for an enduring interest in the world of books.

From this view point, the question arises what working principle can be derived from such a conception of teaching in English for guidance in dealing with outside reading. Does the second conception of the teaching of English afford such a principle? This is almost the same as to ask the question, "Is there one general aim that will serve for both lines of activity?" If some broad and general aim can be found that will serve for both, we shall have found what will answer as a general guiding principle in dealing with the details in both fields.

In taking up this question, we have two factors to manipulate. On the one side, we have the content of literature, and on the other, the personality of the pupil. The task before the teacher of English is to bring the growing boy or girl into contact with the content of literature in such a way as to secure his lasting interest in this content.

The beginner in the high school may be regarded as farthest removed from that interest, and therefore includes within himself the widest scope of the problem. Such a beginner's chief trouble in dealing with literature is his lack of experience. His consciousness is undeveloped in at least three great lines. First, the sense of his relationships to the world of people is largely latent. He has perceived only a very small

fraction of the web of human relationships and the probability is that he has not reflected upon any of these. In the second place, he has had no opportunity to form a conception of the completed cycle of a human life with its beginning, its middle, and its end. He is not yet conscious of those steel bands of cause and effect which bind together the past, the present, and the future. And in the third place, he has yet to discover his relations to the world of nature; to understand how nature influences man and conditions his life.

There is a fourth set of relationships which I purposely omit from this summary; viz.: the relations of man to God. In the public school, this is delicate ground, and we must leave it practically untouched. Even if the teacher were at liberty to enter this field at will, the desirability of doing so would be a debatable question.

Inasmuch as a developed consciousness along these lines is required for the appreciation and interpretation of the substance of literature, and since the beginner comes to us almost wholly without such development, the first business of the teacher is to provide for the pupil's growth along these paths. The aim to promote such a development of consciousness gives us a working principle out of which a complete body of theory and practice for both class-room work and outside reading will naturally evolve itself.

Such being the point of view, and the general aim as just outlined having been adopted, how is one to proceed to work these things out? The pupil comes to us with his undeveloped consciousness and his inexperience. His deficiency in experience must be made good in order that he may benefit at all by this newer conception of teaching English. The teacher is thus placed under the absolute necessity of trying to make use of experience a number of years before experience comes in the natural course of life. Does not this fact render the whole scheme abortive? How can such an obstacle be overcome?

The answer is that the situation is not so desperate as it seems. Real experience is out of the question, but we have something that in many ways is better suited to the purpose. Instead of real experience, we have recourse to the vicarious or anticipative experience to be found in the world of books. Vicarious, in the sense that it involves beholding the world of men and things through the eyes of another; anticipative, in that it prefigures through the imagination a possible experience.

It is to be noted that this vicarious or anticipative experience furnishes all the materials which the pupil needs in the development of his consciousness so far as this concerns the teacher's work. The general aim, as here set forth, in the first place compels us to recognize that the proper use of books, both in the class-room and outside reading, is to develop the pupil's consciousness in the direction of a larger and richer conception of life. In the second place, it affords us a definite principle of selection in both fields. Taking counsel of our general aim, we can hardly fail to agree at once that the first steps for the beginner should be taken in the field of fiction. It is here that we have, in the most attractive and concrete form, both the intellectual and emotional elements that constitute the data of experience. The same principle will guide us in selecting the books which we prescribe, and will also enable us to determine intelligently the order in which such books should be studied.

And this brings us to one of the most important factors in the problem of outside reading; viz.—a well digested list of books for such reading. Such a list should meet the following tests: (1) it should contain only classics and books which measure up to the standard of classics; (2) it should exclude all books which are not adapted to the pupil's needs; (3) it should be divided into groups to suit the different stages of development of the pupils; (for instance, seniors can profit by the reading of books which would be a waste of time for average freshmen); (4) it should exhibit the main characteristics of each book, estimated from its adaptibility to the purpose in hand, so that the teacher can economize time and thought in supervising the pupil's reading. It would seem best for each teacher to make up his own list, but of course much help can be derived from others.

The two most important aspects of the problem of outside reading are selection and treatment. As the general aim here advocated supplies the guidance needed in selection, so we shall find that it affords direction in the matter of treatment. In our treatment of outside reading, the most important consideration is our assignment of work to be done by the pupil in connection with this reading. While it may be advisable to allow a small part of supplementary reading to be done without exacting definite work in connection with it, yet on the whole, it is better to require a report, according to a prescribed form, to be made on each book read. These reports should

not be made too burdensome. They should be carefully written out and preserved in a proper folder.

It would not be profitable here to go further into detail, since the purpose of the occasion is merely to present a general principle. An application of the principle announced will settle all matter of detail that can come up.

One or two objections to the new view of teaching in English here advanced may be noticed. Those who are habituated to the formalism of the older way may fear that the emphasis upon content will result in the pupil's losing that correctness of form which has hitherto been the accepted standard of good work. But this fear is ungrounded. Perfection of form must spring from within. The new view seeks to develop the pupil's power of appreciation and expression to the point where the study of form becomes vitalized. We cannot rest until we reach the point where form and content are fused. From the point of view here advocated, we shall study form not with less interest and enthusiasm, but from a different direction. We shall put meaning into form and hence secure a more compelling interest in it than could ever be attained in the older way.

Another objection may arise from the fear that the materials upon which to base teaching will be fewer and less definite under the new conception than under the old. Here again the opposite is the truth. Under the new idea, we find infinitely richer material. No one need fear any lack. There is more to do than we can possibly accomplish. Indeed, we are apt to suffer from an embarrassment of riches.

Finally, a word may be said upon the relations of class-room work and outside reading. For one thing, the adoption of the general aim advocated in this paper gives us a basis for orderly sequence and arrangement which we would not otherwise have. It gives a principle of selection and guidance which will enable us to make an intelligent correlation of the various factors involved in the teaching of English. Second, the extension of this general aim to the field of outside reading makes of this, for class-room work, a background that is built up on orderly principle. It is the function of outside reading to broaden and enrich the activities of the class-room. Rightly handled, it should put reason, intelligence, order, enduring interest into what might otherwise be the sport of chance or whim.

The So-Called New Movement Among Physics Teachers.

PRESENTED BY GILBERT RANDOM, PALO ALTO HIGH SCHOOL.

At the meeting of the central association of Physics and Mathematics Teachers held in Chicago on December 1st and 2nd, 1905, a discussion took place regarding the advisability of approving the list of experiments for a year's course in high school physics as suggested by the N. E. A. at its meeting in July, 1905. In the absence of any very definite prevailing opinion a committee was appointed to examine the list with a view to revision, and to take such other action as it might think desirable to strengthen the elementary course in high school physics. The committee consisted of C. R. Mann of the University of Chicago, C. H. Smith of the Hyde Park High School, Chicago, and C. F. Adams of the Central High School, Detroit, Mich. The committee prepared a list of about one hundred experiments, including the full list suggested by the N. E. A. and different ones from another list suggested by the North Central Association of Colleges and Secondary Schools. This list was sent out as circular No. 1 to several hundred physics teachers in different high schools throughout the country with the request that they indicate a choice of experiments suitable for a year's course in elementary high school physics. The teachers were also asked to make suggestions, and with a view to making these definite and determinate as to the extent of the unanimity of opinion the committee included a set of questions of which the two following are perhaps the most important. "Can you suggest a criterion for judging the usefulness of a laboratory experiment?" and "What is needed to make physics interesting, stimulating and inspiring to students and useful as an educative factor?" This, it was hoped would provide suggestions for the preparation of a syllabus of experiments. About three hundred replies were received. But only twenty of the experiments received the sanction of two-thirds of the teachers in spite of the fact that they had been suggested by two important bodies of teachers. The suggestions offered indicated a wide divergence of opinion regarding essentials, values and methods in elementary physics. They were, nevertheless, valuable to the committee in as much as the extent of divergence was in its self an important fact. The committee used its influence to interest other associations of teachers in

different parts of the country, and induced them to appoint similar committees. These committees met for consultation and decided to continue the work as already started. A joint committee was organized and constituted itself a commission for further work. Accordingly circular No. 2 was issued. It contained eight or nine questions of which I will here only mention the following:

1st. The best method of keeping a laboratory note book?

2nd. The amount of subject matter to be taught in a one year high school course in physics?

3rd. In which year in the high school course is physics to be placed?

4th. How much of the time given to physics should be devoted to laboratory work?

7th. What is the purpose of instruction in physics?

About one hundred and thirty replies were received. The first question, viz., the best method of keeping a laboratory note book involved a half dozen or more sub-topics, and on one of these the agreement was a little less than one-half and on all the others less than one-fourth. On the second question regarding the amount of subject matter in a one year course there was practically no agreement, but most of the teachers believed that the amount of subject matter usually compressed into a one year course was too great. But the agreement on what to omit was less than one-fifth on any one suggestion. On the third question as to which year in the high school course physics is to be taught the agreement was less than one-half in favor of the fourth year. On the fourth question, the amount of time to be given to laboratory work the agreement was about one-fourth in favor of half the time for laboratory work and half for recitation work. On the seventh question regarding the purpose and aim of instruction in physics there was a wide divergence of opinion. Less than one-fourth favored the view that the purpose is to bring the student into intelligent touch with the world of natural phenomena about him. On the matter of how to test whether the purpose and aim of the work had been attained the agreement was less than one-seventh.

Further suggestions on this question presented a variety of opinions of which the following are illustrations: to give comprehension of the working of practical and familiar things; to increase knowledge of fundamental facts; to teach the fundamental laws of physics; to rationalize phenomena; to show that nature works by law to reveal the vast extent of the un-

known; to bring about appreciation of the limitations of experimental accuracy; to develop reasoning power; to develop logical thinking; to develop ability to detect and use laws; to develop interest in the application of laws; to develop the power of making and interpreting observations; to develop the power of doing things, taking the initiative and solving problems; to foster the scientific method of thought; to arouse the imagination and the love for beauty and truth; to develop accuracy in measurements, computation and expression; to teach physics.

The commission continued its work by issuing circular No. 3. This set forth ten theses arranged from similar ones formulated and considered of fundamental importance by French and German physics associations. The suggestions and opinions received upon these theses were to serve as a preamble to the proposed syllabus of experiments started in circular No. 1. The following are the theses:

(1) "The subject matter of a one year course must be reduced to two-thirds its present amount, or else the time allowed for covering it increased to one and a half years."

(2) "If the subject matter is reduced, the more abstract, mathematical and technical topics, that is, those that have no possible bearing on the student's life, should be first eliminated. The better established portions of the subject should have precedence over the more recent unproved speculations, on the ground that in the limited time it is better to teach things which are likely to be believed when the youngster is grown up."

(3) "In the first-year course the method of presentation is of far greater importance than the choice of subject matter, i. e., it is better to present a few topics in such a manner that they are powerful examples of the method by which science obtains its results, than to try to teach a large number of more or less scattered facts and theories in such a way that they can only be committed to memory."

(4) "No definition should be introduced until the concepts with which it deals have been clearly developed in the student's mind by means of a discussion of concrete cases from the student's own world. In other words, a definition must be justified before it is stated, not after."

(5) "No law should be stated until the concepts and relations with which it deals have been implanted in the student's mind by means of a discussion of common experiences and of simple qualitative demonstrational experiments. After

the concepts and the idea that there may be a quantitative relation among the facts involved have been grasped, the quantitative relation may be stated and proved, either by demonstration or laboratory experiments. In other words, the student must be given an intuitive and qualitative perception of the relations summarized by the law before they are expected to comprehend and use it intelligently."

(6) "The student should be made to see clearly that laboratory apparatus furnishes the means of determining quantitatively the relations summarized by laws. He should be made to see that the apparatus is not the law, and that it is not necessary to remember the details of the apparatus in order to appreciate the law, and that the exemplifications of the law are not confined to the apparatus."

(7) "The student should be made to comprehend that every law has been established by a method of approximation, so that the statement of the law is always a statement of what we believe to be true in an ideal case. Hence, the measurements by which the law is established give results which approach more and more nearly to the law, the more carefully the measurements are made, and the more completely complicating effects are eliminated. He should also understand that in every practical case the law is not verified because of friction, air resistance, etc."

(8) "Measurements of the relations involved in practical cases should lead to determinations of efficiencies rather than to the verification of laws. Such determinations of efficiency furnish for the laboratory work problems which are of great value and interest because of their reality."

(9) "As few units as possible should be employed and they should be introduced only when a necessity for their use appears, i. e., their introduction should be justified in advance as in the case of definitions. By this thesis the more abstract units like the dyne and the erg would be ruled out of the elementary work."

(10) "Examinations and quizzes should be framed to test the student's comprehension of and ability to use the more important principles of physics. The questions should not ask for mere statements of laws from memory; nor should they contain complicated arithmetical puzzles of the sort that never occur in practical work. They should not demand descriptions of laboratory apparatus, nor of unrelated facts which do not have any immediate bearing on the principle involved. They should rather consist of questions as to the argument by

which a principle is established, and as to how the principle is applied in daily life; also of simple problems, which deal with immediate concrete applications of the principle, and which are of the kind likely to be met outside of the class-room or the laboratory."

About one hundred sixty-five replies were received, fourteen approving the theses in toto as presented, and eighteen more approving them in general with some modification, making an agreement of less than one-fifth. The remainder of the replies presented a variety of opinions difficult to classify. Some were very radical, but all were more or less valuable for the future work of the commission. In the light of the suggestions received the theses were rearranged and somewhat modified to agree with the prevailing opinions so far as they could be determined from the replies, and an eleventh theses was added to cover suggestions not otherwise included. They were then resubmitted in circular No. 5 for further expressions of opinion. So far as I know they have not again been reported upon by the commission.

In circular four the commission submitted part of a proposed syllabus based largely upon the opinions obtained in circulars two and three, and also submitted suggestions for the definition of the physics unit. Out of about one hundred sixty-five replies forty-three expressed general approval of the syllabus, making an agreement of about one-fourth.

In circular 5 in reviewing its previous work the commission makes the following very pertinent observations. "On counting up the letters received by the commission during the past year, it appears that suggestions and criticisms have been received from four hundred and eighteen different teachers. Of these two hundred and seventy are in secondary schools, one hundred and thirteen in colleges, and thirty-five in normal schools. Every State in the Union, except Delaware, Florida, Idaho, Arkansas and Nevada, has a representative among this number. Yet the only conclusion that all can agree to draw from the summaries of the answers as printed in the various circulars is that we teachers are far from united on any one point. Some insist on the introduction into the laboratory of a large amount of qualitative work, others are equally insistant that this work should be quantitative. Some want to emphasize the ideas of energy, others prefer to base the work on concepts of force. Some approve of making the course strongly inductive and of trying to teach scientific methods of thought, others declare this method useless and

insist on mastery of the subject matter. Some declare that the course should be limited to pure science, others believe in making it more practical. Some wish to introduce more mathematics, others want to teach in the natural history style entirely, etc." Continuing further the commission says:

"Under these conditions it seems fair to ask whether the reason for these wide diversities of opinion is not this, that we are trying to do too many things in the one year allotted to physics. If too much is expected of this one year's work, one teacher will emphasize one phase, another will cling to another phase, and there never can be even approximate agreement."

"It therefore, seems plausible to adopt as a working hypothesis, which shall bring these discordant observations into harmony, the one just suggested, namely, that we are trying to accomplish too many different things in this one year. The aims of the course are at present too difuse to be clearly grasped by anyone. If we are willing to adopt this working hypothesis a solution of the difficulty at once appears. This solution was suggested in one of the letters recently sent in and is briefly this: that the teaching of physics must not be crowded into one poor year in the secondary school, but must be done partly in the grades in connection with the nature study work, partly in a first year of general science in the high school, and partly in the special physics course in the later years of the high school, to be continued as far as desired in college. These successive parts must not overlap in such a way as to give the student the impression of going over the same ground in the same way, as is at present the case."

"It, therefore, seems clear that the commission can never reach a satisfactory solution of the problem before it until it has discussed the entire question of the education of the child in physics in all grades."

You see from this that one of the most important results derived from the work of the commission is the fact of the extensive divergence of opinion among physics teachers regarding the work to be done in elementary high school physics. One might think that regarding the purpose and aim of the work the agreement would be nearly complete, but on the other hand the disagreement is more extensive than the agreement. We may well ask here what is the significance of this disagreement? Is it of any consequence? Does it show anything one way or the other regarding our work? Is it a condition to be remedied, or is it simply an incident in a well arranged

system? These no dougt are matters for our consideration and solution, if a solution is possible. I do not pretend to offer an explanation. I believe, however, that the commission is right in saying that the constant effort to cover too much of the work in a given time is a source of this divergence. And that brings us to the question, what reasons are there for trying to cover more subject matter than we have time or energy for? I believe there are several. One is the effort to make the work strongly practical in the sense that the student is to apply his knowledge of physics to things about him. For instance, the practical teacher thinks it necessary in studying the pendulum to connect it with the mechanism of clocks; in studying velocity and acceleration to explain the speed of bullets and the starting and stopping of railroad trains; in studying cooling by evaporation to make clear the working of an artificial ice plant; in studying heat to explain the steam engine; in studying electricity to explain electric power plants; in studying gases to explain air brakes and gas meters. Physics work should, of course, be practical, but it should be confined to the elements of physics and not extend into technological branches of the subject. But here again I presume we should disagree as to what constitutes the elements of physics, and as to the degree of practicability to be sought. Some would believe that physics work is not practical unless it enables a student to explain common things around him. In fact some teachers would make this a test of the efficiency and value of instruction in physics. Yet when we consider this in connection with a large city where complicated works of various kinds are common the idea borders somewhat on the absurd. Moreover, the idea that physics work that deals with the common and practical is more efficient and valuable than physics work that does not is by no means so axiomatic as we may suppose? On this ground a wide awake boy would require the explanation of the principle of the steam engine in preference to that of electrolysis, but a girl would probably find it an even choice, or if not, the latter would receive the preference. This face can hardly be overlooked inasmuch as girls are as numerous as boys in physics classes, and sometimes more numerous.

Another cause of the increasing amount of subject matter to be covered in a physics course arises from the effort to make the work interesting by bringing in related topics. For instance, the study of the air brings in balloons and air ships; the study of light, the X-rays and radioactivity; the study of

central forces, the gyroscope; the study of electricity, wireless telegraphy, etc. Sometimes local plants are given special attention.

Furthermore, the scope of physics has enlarged greatly within the last ten years, and this is often not realized, or at least not acted upon. The subject of electricity alone has enlarged so that it is nearly as extensive as mechanics. Some teachers devote one-fifth and sometimes one-fourth of the entire time given to physics to this one subject alone because of its general use and practicability and interest. This can hardly be considered an equitable division of the time.

Telephony, telegraphy, electric lighting, electric generators, transformers and motors are themselves extensive branches of the subject, each involving a large body of technical knowledge. They are in fact sciences which have developed from the application of the elementary principles of electricity and a knowledge of them should not be considered essential in an elementary high school course in physics. I believe also that we might well omit electrostatics in view of the fact that very few, if any, principles of practical nature are derived from it. We should then teach in elementary electricity only the principles of magnetism and current electricity. This would include primary cells and batteries, secondary cells and batteries, electro-motive force, current strength, resistance, ohms law, conductivity and conductors, magnetic properties of currents, magnets, electrolysis, heating effects of currents, the measurement of current electricity involving the principle of bridges, galvanometers and meters, and possibly one or two other topics depending somewhat upon the emphasis placed on certain facts. This would take four or five weeks time, which is more in harmony with the allotment of time to the other branches of physics. It is true, of course, that boys show keen interest in, and know a good deal about the telephone, telegraph and dynomo, and for that reason it would be well not to omit these, yet on the other hand it is good logic to say, too, that if we have to omit any subjects we better omit those which the student knows most about and can best acquire knowledge of by himself. Some teachers would omit light because it is less practical, for the most part, than any other branch of physics, and yet it is one of the most important branches of the subject from the point of view of the physicist.

The suggestion of having a one and a half year course with a preliminary course of half a year, or more, made by the

commission is doubtless a good one, yet there is not much hope of an agreement to this effect. The commission has done a good work, in that it has placed before us a condition for which we are ourselves to some extent responsible and for which we are under obligation to try to provide a remedy. My own view is, that unless we can extend the course over a year and a half, or more, we shall have to sacrifice a good deal of what we consider practical and interesting in physics. It would seem, however, that we ought to be able to get together on these important matters and understand each other sufficiently so that at least three-fourths of us would agree on the essentials of a physics course.

Perhaps what is needed first is a realization of the necessity for such an agreement, and that finally by compromise we shall reach it. I see nothing outside of our own lines of work that would account for this wide divergence. Our educational institutions are not fostering it that we are aware of. Our laws are not responsible for it, and our professional training and experience do not seem to implant it. Perhaps we need to cultivate a more extensive exchange of views, and thus come to a mutual understanding of what we are doing and want to do.

Many of our differences would probably coincide, if referred to a common standard. We are doubtless on the right track toward a more complete concensus of opinion when we attend and take an interest in our physics and mathematics teachers' meetings and associations.

The work of the commission is no doubt along right lines and is to be commended, and it should receive such co-operation and support as it needs to continue its work.

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The Purpose and Practice of Manual Training in European Cities.

BY P. WILSON, DIRECTOR OF MANUAL TRAINING
FRESNO PUBLIC SCHOOLS.

The purpose of all education is to form the character and strengthen the will power, to develop the intellectual faculties and the ability to work, and give a healthy physical training.

As to this aim all educators agree also to the idea that education is the most important factor in the making of a

man; but, in two other respects, there is among educators a great difference of opinion; first, as to when the education should begin; and second, as to what a correct and rational education should comprise.

I believe that the education of the child begins with his consciousness, and the foundation for the child's character should be laid in the earliest years of his life. Even at the age of 5 years, great differences may be noted in characters of different children, differences, which are the result not only of natural or inherited tendencies, but also the training and environment.

If all parents understood how to educate their children in the right way, without exercising either undue severity or excessive indulgence; if they themselves could serve as worthy examples of what they would have their children be and do, then indeed might we expect our future generations to display a far nobler type of manhood and womanhood. It is the province of the school to assist parents in forming the child's character, and to impart useful information, and to cultivate the power "to do" thereby developing the mental faculties and last but not least to send the child back to the home with a strong and healthy body.

In order to accomplish these ends, the school must demand of the pupils that they be truthful, obedient, faithful, kind to their comrades, and active and willing in their work.

Manual training creates a desire for work it puts the whole boy to school gives a well rounded mental and moral development not gained by purely intellectual training; it places training of hand and eye side by side with book knowledge. It makes doing as important as thinking. Perhaps those who affect to despise manual training as something fit only for the members of laboring class, are precisely those who most need its help to make them complete men. It can be shown that the educational principles which lie at the basis of manual training are essential factors in the unfolding of every human being, and that the methods employed are valuable in their contribution to every factor we have considered as making up social progress, new knowledge, industrial mastery of nature, art insight, improved bodies, and full socialization of the spiritual wealth of mankind.

It is on this basis that we can advocate its introduction into all our modern schools. First, the educational method which is called manual training is capable of adding to the

sum of human knowledge; it is a tool of scientific discovery, it leads straight into the heart of the secrets of matter and form of natural law.

It shapes the instruments of investigation and makes them more searching and powerful. This is true of the improvements of science, but it is specially true of the most important members of all the human body. Second, that manual training cultivates technical skill and shortens the path to those crafts which master the external world and supply the means of culture and comfort, is so patent and generally acknowledged, that bare mention of the argument is sufficient. Those familiar with the recent history of industrial processes from cottage loom to huge factory with steam driven machinery, with rapid swift changes from one form of machine to another, know what scientific education has done for the comfort of the people. Back of all special processes, there stands the form of tools, simple movements of eye and hand, which are to all complete machines and processes what the alphabet and the art of reading are to literature, (namely) the key to all knowledge and all forms of skill.

Dr. Woodward says: "It is the birth-right of every child to be taught the three methods of expression: First, by the written, printed or spoken words; second, by the pencil and brush using various kind of graphic art; third, through the instrumentality of tools and materials which enable one to express thought in the concrete."

SLOYD IN SWEDEN.

Sloyd was first introducted into the public schools of Sweden in 1870. The secretary of state took a great interest in the question and presented a bill in the "Rikstag" Congress suggesting the adoption of a system of manual work for all the schools throughout the kingdom. As a direct consequence of his resolution there appeared on the same year a royal mandate to this effect, that to each school where the Sloyd had been taught a yearly stipend of 75 kronor (21 dollars), and the larger schools received 1,500 crowns. This was intended to meet the expenses of materials used. A few years later Naas Sloyd Seminarium (Normal College for teachers) was founded, under the able direction of Herr Otto Salomon, who has devoted all his life to put into practice the educational value of Sloyd, hand work.

Sloyd is a system of tool-work so arranged and put into

practice as to promote vigorous intelligent self-activity which is recognized by modern educators to be of great value to children during their formative age. The form of Sloyd which we have observed here in America (is known as Wood Sloyd), and represents only a very small part of the Swedish system. When we speak of Sloyd, we mean everything that can be done in schools by hand-work. There is really not a fixed set of models in the system. If you travel over Sweden you find in different localities the same principles, but different models and purposes to suit varying local needs.

At first the work consisted of teaching the elements of various trades. But it was soon discovered that the pupils were too young to choose a profession, and in Stockholm the transition to a regular educational manual training system took place in 1882, and in Gothenburg in 1887. In many cities and towns it was taught from the outset as educational Slyod.

At a general meeting of Swedish teachers which was held in Gothenburg in 1887, universal satisfaction was expressed as to the results of this work. And at the same meeting the problem of some form of manual training for the primary grades was discussed. Miss Eva Rodhe made a suggestion for a course in thin wood which consisted of models of toys and natural objects such as fishes, animals, flowers, leaves and soldiers, etc., which are closely correlated with the children's regular class work.

Fru Anna Retzius later presented a course in cardboard construction, consisting largely of elementary mechanical drawing. This course in cardboard construction is very thoroughly arranged with reference to progress and method in the work, but was considered to be lacking in the use of color value, by some of our teachers of art at the St. Louis Fair.

The educational theory sought to be realized through Sloyd is not a new theory, nor is it now for the first time engaging general attention. It has been a theme with educational writers from Plato, Luther, Comenius, Rousseau and Froebel down to its present time. There are to be found in the books frequent passages which recognize the value of manual work in the education of youth,—even of youth whose situation in after life would preclude the using of their acquired skill for industrial ends. Thus has the learning of trades been prescribed in the education of princes. Rousseau would have Emile learn a trade that his pupil might acquire a more valid title of nobility than any he might inherit from ancestors.

Pestalozzi resorted to manual training with the vagabond children he collected in his schools, believing it to be an important means of educating the poorer classes. But in the writings of Froebel may be found the most satisfactory statement for regarding manual training as an essential factor in the right education of all children.

Froebel's idea was that of a full, allsided education reaching every element of the child's being, utilizing every wholesome influence from his surroundings, and leading him ultimately to clear knowledge and conscious efficiency in all relations of life.

We contend that the school should provide this training. The neglect of such provision is wrong to the child, which can never be atoned for in later life, for there is a period in the formative age when the great muscular growth takes place, and the brain is also developing through activity. This is called the flood tide of life and it is during this period that our children should be provided with carefully considered manual training. The necessity of utilizing man's physical powers in developing him into a complete being has been recognized for many centuries and by widely separated peoples; and if it be true as has been said that the duty of each generation is to gather up the inheritance of the past, and thus to serve the present and prepare better things for the future, we cannot neglect the consideration of manual training. And it was with those views in mind that the Swedish educators introduced various kind of handiwork into the school curriculum.

Finland and Norway have the Sloyd work compulsory in their schools based on educational principles like that of Sweden.

Denmark's system of manual work is of more recent date and more like the Russian system of drilling exercises, but lays great stress on gymnastic position in the work.

In Germany the school at Leipzig of which Dr. Pabst is the present director and where teachers are trained for a larger part of the German Empire is founded on Froebel's principles of education in accordance with the inner need of boyhood into subjects, (a) of the more quiet, calm, inner life; (b) of the more receptive intro-active life; (c) of the more expressive outwardly formative life. It is this last and not least important phase of boyhood that manual training provides for.

Dr. Goezt, the founder of the Leipzig school for training

teachers in manual training laid great stress on cardboard construction, wood carving, stained glass work, etc. The German people give more attention to wood carving and less to benchwork in wood than we do here in the elementary schools. The new school law for industrial improvement schools makes the attendance compulsory for pupils under the age of eighteen, engage in commercial or industrial persuits.

ENGLAND.

Manual training is at length recognized as a part of the English system of public elementary education. When we remember the opposition with which the suggestion that work shops should be introduced into British schools was met we have reason to be satisfied with the progress which the movement in favor of manual training has made during the last few years.

It was in 1882 that the Royal Commissioners on Technical Instruction impressed with the educational value of workshop training in the schools which they had visited in France, suggested in their preliminary report, that by way of experiment manual instruction might be introduced into a few of the elementary schools of England. In 1884 after they had opportunities of further considering the beneficial effect of workshop training, they recommended in their first report that instruction in the use of ordinary tools should form part of elementary education, and should be subsidized out of State funds by means of grants, much in the same way as is the cookery and sewing.

This suggestion met with considerable opposition, owing to the incorrect views which prevailed as to the advantages to be secured by workshop instruction. It was claimed that an undue increase in the numbers of carpenters and joiners would follow and the unions would object.

A joint committee was formed of members of the school board and the City Guilds Institute. The first question to be decided was the selection of a teacher. The committee finally decided that the teacher must be in the first place a trained and not an experienced carpenter. As the objects of the instruction was not to make carpenters, but to train the hand and eye and that the best instructor would be a person skilled in the art of teaching and practically acquainted with the use of tools. The work was finally introduced as an educational

discipline and as a necessary part of the elementary instruction of all children.

FRANCE.

In France the manual training or industrial education dates back to Napoleon's time in 1803. It is said that during a journey through the industrial cities of the north of France he discovered that the present school system with its Latin curriculum was not properly preparing the general people at large for their station in life and said in part: "I have everywhere found foremen distinguished in their trade and possessing great skill in execution, but almost no one who is able to make a plan or the simplest calculation of a machine or express his ideas in a sketch or statement. This is a great lack in French industry. I wish to provide for it here. There shall be no more Latin—that can be learned in lyceums that will be organized—but the trades, with the theory necessary to progress, will be taught. Here excellent foremen will be formed for our manufacturing establishment."

And any one that has visited Paris today with its art treasures at the Louvre and their textile fabrics in various parts of the country, knows what art education has done not only for the French people but for the world at large. America has its agents there and as soon as a new pattern is out it is sent to New York and there to be reproduced and some times changed to suit our American test.

Manual training in order to be fully educative should at every step be in full touch with the ideas he wishes to express. It ought to be connected with his arithmetic studies. his form studies, his interest in physical and chemical property in motion and machinery, his nature studies, art, geometry and drawing. The drawing should be carried on with constant reference to the shop work, which it is designed to assist, and from which in turn it will receive assistance. As educational agencies drawing and construction belong together as two parts of one whole. Neither is fully efficacious without the other. Like the two blades of a pair of scissors, each requires the aid of the other to do its own work. The drawing teacher will therefore keep the manual training constantly in view, co-operating with it and using it as the source from which to take illustrations. The manual training teacher on his side, will see that every piece of work, however simple be executed from drawings made by the pupil. Thus, the whole work of the drawing rooms and shops becomes one

course of practice in the expression of ideas, through drawing and construction. The drawing will be chiefly of the kind known as mechanical drawing; but the aesthetic side of the work should be provided for by adding a reasonable amount of freehand drawing and painting.

The making of working drawings should precede the making of each model. The drawing would be taught to greatest advantage in the regular school room by the class teacher or the drawing teacher, who would be supplied by the manual training teacher with models.

SUGGESTIONS FOR A COURSE IN MANUAL TRAINING.

The following principles should determine the selection and arrangement of a course in Manual Training:

1. The work room, tools and work should be in such an order as to impress the pupil with the meaning and value of skilled labor.
2. The objects constructed should be of utility and practical value, and be the property of the pupil.
3. The objects should be constructed from working drawings made by the pupil or from models or invention.
4. The objects should be typical in respects to materials, operation and purpose, and should be graded according to difficulty in making them.
5. As a general rule no object should contain more than five new exercises or tools and not less than one.

Sloyd training as introduced into this country by Mr. Gustave Larsson of Boston Sloyd Training School is founded on general principle of education. "The aim of Sloyd is to provide for harmonious development during the formative age."

The two phrases, Manual Training, and Industrial Education, are often used the one for the other as if they denoted the same thing. In a general way they do suggest the same thing, yet under different aspects, and with some meaning attached to each not carried by the other. Understanding by manual training a thorough instruction and practice in tool work designed to improve the intellectual powers of the worker, and by industrial education the instruction necessary to produce the kinds and degrees of skill needed for the exercises of particular trades or industry.

There is in Boston, Mass., a great movement to introduce industrial work in the last grade of grammar schools and to

commence manual training in the fifth grade and devote the afternoon session to manual training exclusively in order to maintain the pupils longer in school.

There is an army of over 25,000 boys and girls between the age 13-16, without employment in the State of Massachusetts and it is claimed by both parents and pupils that their stay in school would be prolonged if they were given instruction in some form of industrial work.

So, too, among the arguments that have been advanced in support of manual training as a branch of public instruction there are some which allege its disciplinary value and others which lay stress on its industrial utility. There is good ground for all this argument whether its chief aim happens to be the exercising of general motor-activity now recognized as a necessary factor in education of youth or the economic and industrial utility.

We should constantly bear in mind what one of our great educators said that with our head we should think, with our heart we should feel, but with our hands we should always work.

* * *

The Study of Foreign Languages in German Secondary Schools.

BY DR. FRITZ WINTHER.

In modern Germany we have a peculiarly intense striving for reform which manifests itself in the various spheres of cultural activity; in the decoration of the interior of buildings and in architecture no less than in schools and in the movement for woman's emancipation. We cannot fail to recognize an esthetic element in this current: our houses and our furniture are to be artistic and likewise our instruction. This demand is primarily made on instruction in German, but this principle is also applied as far as possible to instruction in foreign languages. That is the reason why a reading lesson is prepared in an easy, seemingly aimless conversation; the beauties of the selection are not analyzed but rather suggested by a good rendition; even the beginner is instructed, not by means of especially prepared grammatical examples, but

by means of connected selections. These are to introduce the student as far as possible into the psychology of the foreign nation, in order that on the one hand the foundation may be laid for a perfect understanding of the literary masterpieces that are read later in the course, and on the other hand that the conversational exercises may be not only correct but also have something of the living beauty of the spoken language.

To comply with the requirements of this method, the teacher would have to come in contact with the various classes of the foreign nation and would have to be familiar with its art and literature, its periodicals and its caricature. Extensive sympathies and adaptability of intercourse would be a primal necessity. The teachers are, however, recruited partly from the middle class and partly from the peasant class. These classes of the German nation are noted for their great diligence, their great exactness, an intensive inner life and a mind that in its bent for poetical, philosophical, or scientifical abstractions cares little for outward appearances. These people are mostly awkward in their manners. They are not people who are readily received by the Frenchman or the Englishman, and who easily adapt themselves to their French or English surroundings. They rarely have that delicate tact with which one enters into the art and psychology of the foreign nation. But they are well fitted for grammatical or philosophical generalisations, and accordingly the main stress in their university training is laid upon the historical aspect of languages. It is evident that these teachers are not well adapted for the method of teaching languages that they are to use. To overcome this discrepancy, native Frenchmen and Englishmen are employed as teachers of conversation in a few large secondary schools of Prussia, while the native professors do the drilling in grammar. But this usage is by no means general. The result is that reading matter, which according to theory is to act upon the emotions and artistic sentiment, is analyzed in detail; every allusion, however remote, is explained. Thus the tendency is toward historical and exact knowledge. Latin and Greek are accordingly taught chiefly in the *Gymnasium,* and mathematics and the natural sciences in the *Realschule.* The rational, and not the emotional values are emphasized. The artistic methods are, therefor, universally recommended, but they are used only to a limited extent.

Song Life in the Public Schools

PRESENTED BY MISS MINNIE COZAD, SUPERVISOR OF MUSIC, SANTA ROSA.

Song life is a term that might express many ideas to many people—an indefinable something that may be felt but not reduced to words—a stimulus that stirs our emotions—the spiritual uplift one may receive when expressing himself in terms of music or listening to the voicing of another.

Real song is not a mere performance but an expression of one's inner, vital self—the giving out of his emotions in all conditions of life. Song in this sense is not for the few who possess phenomenal voices, but is a universal heritage. "Every child should voice his joy of living thru song" and his vocal expression should be a blending of all his powers of body, mind and heart. This kind of singing will manifest in him the joyousness of life, the play spirit comradeship and service.

In each class we have represented many types that come to us from different strata of society with as many different emotions and ideals as a like number of grown-ups. To find a common medium thru which each member may voice the living pulsing forces within him in a spirit of helpfulness and companionship, will be to make his life deeper and richer in experience. In this sense we do not look upon music as an accomplishment but as an avenue of expression revealing new possibilities.

With this ideal in mind, a lesson in singing would be different from a lesson in arithmetic or geography. It would be a lesson in *living* in which each member of the class is brought to a plane of whole-hearted humanity and friendly feeling for his neighbor. The indifferent ones too would catch the spirit of the hour and the lesson prove a tonic physically, mentally and morally.

To arouse song life and bring the class into a harmonious whole implies that the teacher must enter into the work with the same spirit she desires the class to manifest. She need not be a vocalist but her attitude must be one of helpfulness, encouragement and faith.

"There is a close relationship between the life of music and the human life—between will and rhythm—between mind and melody—between heart and harmony." Rhythm came into the world with the drum, appealing to the physical—the will. Afterward with the pipe and fife came melody, establishing certain relations of the tones, thus appealing to the mind.

Still later came harmony thru the shepherds lute. By putting ourselves into music, our will into rhythm, mind into melody, heart into harmony, the proper relationship of each is established, resulting in the spirit of song.

Certain conditions that we may bring about will tend to develop this spirit.

Primarily, we may work with the breath to bring the class to an equilibrium. To get vitality of breath, it must be taken in thru the nostrils. "God breathed into his nostrils the breath of life and man became a living soul." The inspirations should be deep and taken slowly and evenly with the body well poised on the balls of the feet. The breath must saturate the body and play upon it as the bow acts upon the violin. Breath is like a fire in the stove. The fire may apparently be dead but by turning on the draft in a short time it will blaze forth in all its brightness. This all pervading breath is the life element of which the voice is the product. The life aroused by breathing all over is like light. We cannot talk about life in the abstract to children but we may illustrate by using the word light. Imagine yourselves in a dark room and by breathing into it light and giving out radiance you transform darkness into light. Naturally the next step would be to carry the breath into vibration producing vital, pulsing tones. Giving out the breath must be as long and even as the taking in is deep and steady, remembering that tones should be like banisters, not like steps.

A first aid to correct breathing is found in relaxing exercises. These will immediately put the entire class into a more plastic and responsive state. The entire body must be free and easy if we would produce free, floating tones.

Rhythmical exercises are especially helpful in class work. There is a surprising analogy between our own pulse-beats and those of the different kinds of time we have to consider. Thru physical exercises we may establish the rhythm of a song and eliminate much of the difficulty experienced in teaching time.

The correlation of music with every phase of the pupil's life in school and out has wonderful possibilities for enriching his song life. Beginning with the first days in school, we associate the song material with the play spirit and develop this association thru the grades as the child's life and work expand.

A never failing source of inspiration is found in stories that engender a feeling for the song to be taught. Along

with the story comes the dramatic interest that expresses itself in motion songs. The Postilion and the Sandman are alive and in our midst. An effort to tell the story in song is usually successful. Even the exercise for drill work may be enlivened by this means.

Another point to be kept constantly in mind—the child *must* sing everything as an expression of something. All voice work must be done rhythmically—whether it be the most difficult song or the simplest exercise. This suggests the idea of phrasing which has been brought out so plainly in our latest text-books on school music. Merely getting from one tone to another is not singing, neither is it reading. The musical idea embodied in a phrase must be grasped as a whole.

And now, deep down underneath all our methods, our preaching and our practice, there must lie the one dominant purpose: to enrich the life of every child in our schools—to help him to *be* rather than to *have*—to know music rather than to know about it—to possess song life rather than skillful technique—to awaken the heart voice within him in all its powers of expression.

This appeals to me as the only practical working ideal for the school room. We can't hope to make musicians of our pupils. That is a gift to the favored few. We can give them appreciation and the joy that comes from a broader and deeper life.

We have frequently to meet the criticism that we Americans have no national music. There are many reasons why this is true. One very special reason is that the men in our country do not sing and it is impossible to have national music without this element. Why do they not sing? They don't know how. Heretofore they have not had the early training or they have been too busy to learn and have come to regard music as effeminate—very nice for women and girls but not of sufficient importance for men.

It has become the province of the public school to supplant this false idea with a love for songs and the singing of them and to lay the foundation for a soulful national music.

There are certain national songs, certain folk songs, certain hymns from the works of the old masters that every man, woman and child should be able to sing at any time, on any occasion when they might be proposed.

May we not only hope that the time will come when American song life will rank with that of older nations, but also have a part in this good work.

Report of the Committee on Relation Between Schools and Libraries

To The California Teachers' Association, and the California Library Association:

Your Committee on the relations between schools and libraries begs leave to report its progress during 1907.

The membership of the Committee has changed by the appointment of Miss E. B. McFadden and Miss Ida Vandergaw in the places of C. E. Keyes and Miss Minnie Maher, resigned.

We have spent no time in considering matters sufficiently thought out the year before,—the general need and scope of the work to be done to bring the school and the library into the closest co-operation and highest efficiency in the public service. As to these we reiterate the finding of our earlier report, with emphasis added to the point of the amount of labor to be done before the goal is reached. Our time has been spent—so much of it, as people already over-busy could give—on a few concrete experiments.

First as to the law. It was thought wise not to attempt too much at the Legislature of 1906-1907. But two of the four recommendations of the previous report were embodied in Assembly Bill No. 308, introduced by Mr. Strobridge. These two, nevertheless, were put in in a much amplified form, so that a reading of Sections 1715 and 1716 of the Political Code before and after the passage of this law, will show an enormous gain.

Miss Jones, of our Committee, appeared before the hold-over Legislative Committee on Education at its Los Angeles session, and had much to do with this change. It was also actively furthered at Sacramento by Mr. Wood of our Committee, and the State Library Staff.

How far this new law has been put into practice is uncertain. Its effect has been in some measure, neutralized by faulty indexing in the School Law as compiled to schools. The index line for Section 1715 reads in part, "Books must be kept in school room." A glance at the section itself will show how far this is from expressing the law. Still it is a great point to have the law with us. Gradually books in school district libraries will be "properly catalogued, indexed, and classified" and "made as accessible as possible," even "during vacation and non-school days."

The two other recommendations of the previous report are

not abandoned, only postponed. It would not have been well, perhaps to begin on the traveling library plan until the books in hand are put into the best possible shape, and it was thought best to postpone the legalizing of a State list until one had been worked out. This has now been done by the Committee headed by Mr. A. C. Barker, and probably the next Legislature will be urged to pass a bill making it at least permissive to buy books for school district libraries from this annotated State list. Oregon has moved far ahead of California in this matter. There the school district libraries are chosen from a list issued by the Oregon Library Commission, which not only makes up a carefully graded and annotated selection of the highest merit, but negotiates with the publishers a special price at which books are delivered to Oregon schools. "Wild Animals I have Known" is priced at $1.25, whereas, one California district, to my personal knowledge, paid $2.25 for the same book.

Possibly this will be a sufficient change to urge on the Legislature of 1908-09.

The difference between a good and a bad county list may be seen in the issues for 1906 and 1907 of Alameda County. This matter was presented to Superintendent Frick and the members of the County Board, and Mr. Barker's services were secured, although his study of children's books was far from complete. By free use of the Oregon list mentioned, the A. L. A. and several good Eastern lists, Mr. Barker has given Alameda County a list that it may be proud of. The 1906 issue was full of errors and obsolete books; it frequently gave only a title without mentioning author, publisher, price, class of book, grade for which it was suitable, or anything else by which a teacher could make an intelligent selection. The new one gives all these things and frequently adds an illuminating comment. From this list alone a teacher may classify, index, and catalogue her books and so obey the new law with the minimum of trouble. By cutting up two copies of the list and pasting the titles on cards, a good card index can easily be made.

The work with County Institutes has been begun, chiefly by Miss Huntington of the Committee. She gathered from her own San Francisco Normal School Library and from the Oakland Free Library, a lot of books to exhibit at the Alameda County Institute at Idora Park, April 1-4, 1907. A well placed booth was erected, several helpers enlisted, and a lot of books were shown and explained to a county institute for

the first time, so far as this Committee can learn, from the standpoint of the good of the school, rather than that of the bookseller. Keen interest was shown by the teachers, and good results were afterward seen. Miss Huntington repeated the experiment at the Napa County Institute, October 14-16. A place on the program was accorded her and the exhibit of books was again made. This convinced her of the utility of the work and she, with the aid of Miss McFadden, then started to gather a model school library, to be kept as a permanent exhibit ready for use at any institute desiring it. The detail of this scheme, admirably worked out, is to be found in Miss Huntington's report, and the result of this effort will be seen, the Committee hopes, by every teacher at Santa Cruz and every librarian at San Jose in February.

In the city of Oakland certain experiments in co-operation have been begun and others are in negotiation. Co-operation here has heretofore taken the form of the supply of books for the culture reading courses by the library and the transportation of them by the school department. The school department mechanic's wagon was at first used for this, but during the present year an express company has been employed. The library has spent from $700 to $1000 a year for the past three years on these books, supplying one grade a year. The fifth, sixth and seventh grades are provided for, and the eighth will come in 1908. Teachers have ten cards and may gather in the cards of pupils to get as many books as they need. Books are kept a month and may be renewed until the end of the school year. The extension planned for is to include in the service the books bought with the school library fund and to use a modification of the traveling library plan—the most cordial spirit of working together for the common end prevails.

Possibly the progress reported may seem slight, but a few such experiments worked out with an eye to extending widely, accounts of those experiments that prove most successful, seem to your Committee the only possible path of progress.

We recommend that a Committee be continued.

Respectfully submitted,

CHAS. S. GREEN,
For the Committee.

Report of the Sub-Committee on the Relation Between Public Libraries and County Schools

To The California Teachers' Association, and the California Library Association:

The Committee on the relations of county schools and public libraries very soon found that there was no relationship possible between the two, as the great distances rendered useful co-operation impossible. But your Committee wanted to do something to help the libraries of the country schools and the most important thing seemed to be to make the teachers, far from bookstores, acquainted with the best books.

As a school to school visitation was impossible, we thought an exhibit of books at the different County Institutes would be of use to the teachers, not a lot of books we had heard of, but books that we had used with children and found good.

We gave a talk on "Books for a school library" at the Marin County Teachers' Institutes in San Rafael in March. In April an exhibit of books at the Alameda County Institute in Oakland. In May an exhibit of books with a talk on the School Library at the Mendocino County Institute in Ukiah, and in October an exhibit and talk at the Napa County Institute in Napa.

All this proved to us that the teachers of country schools in California were anxious to find good books for their school libraries and that a sample school library of selected books that could be on exhibition at the different Institutes would be very useful.

We therefore made up a list of books, and the different publishers have kindly given us the books we asked for, making up a sample library of 443 books. The Library Bureau gave us an accession book and all necessary material for making a card catalogue and our sample library is classified, accessioned, labeled and has a dictionary, card catalogue, e. g., author, title and subject, also a simple charging system in working order.

This library is a suggestive collection for a small district school, giving stories for children, a little good fiction, supplementary reading in geography, history and literature, poetry, fairy tales, mythology, in fact we have tried to make a good *working* collection.

The library is now exhibited at the office of Cottage City. It is to be exhibited at the State Meeting of the California

Library Association in San Jose in February, and will then be kept at the San Francisco Normal School where teachers are cordially invited to visit it at any time. Any County Superintendent may borrow the library for exhibit at the County Institute by paying express charges on same.

The Committee will be glad to answer inquiries at any time. Address Miss Stella Huntington, San Francisco Normal School, San Francisco, Cal.

* * *

Song Phraseology

PRESENTED BY MISS RUETTE LYNCH, SUPERVISOR OF MUSIC, OAKLAND.

Our work may be conveniently grouped under two heads: 1. Purely technical side. 2. The interpretive side. We all know how necessary the technical side is as a key to open the door into the world of music. But come with me into the very important phase of the work—the interpretive. Very often I fear this field is sadly neglected. The earnest teacher in her endeavor to adhere to absolute rhythm, oft-times loses the beauty and force of the song.

In reading do we neglect the expression, the thought? No, indeed, our test of good reading is whether the child groups or phrases correctly, accents properly, and whether or not he understands and appreciates what he reads. Is it not just as important that the child phrases his song artistically and that he understands and appreciates what he sings?

Under this interpretation of song come several subdivisions, namely:

1. Vivid picture.
2. Atmosphere of song.
3. Mood of song.
4. Control of voice (i. e., shading).
5. Breath control.
6. Enunciation.
7. Phrasing.

These are all so united it is difficult to take any one division separately. For when we have given a vivid picture, we have created an atmosphere, we have brought our auditors into the mood of the song. We are now ready to sing. If it be a cradle song, our breath comes quietly and smoothly, our

voices swell and die away with the swinging of the cradle. Or else, if it be dramatic, the breath comes with vigor and power, our voices are round and full. Upon all this depends the ease with which we enunciate and the correctness of our phrasing.

You will admit with me that a very vital point in the interpretation of song, is phrasing. The pianist will invariably phrase the song from a purely rhythmical standpoint. While the singer will sacrifice or rather take liberties with the rhythm in order to convey the true meaning of the song. Is not the singer's side the truly artistic point of view in either baby class song or the operatic production. For example—The Dance by Neidlinger. The words are:

Let us play we're grown folks, too,
And are going to a ball,
I should like to dance with you,
Up and down along the hall.

Indeed you dance quite well
Very light upon your feet
When your tired won't you tell
Me, and we'll rest upon this seat.

In the last verse if sung as the first and in accordance with strict rhythm, "tell" will be held two counts, and frequently the children will take a breath here. Would it not be more artistic to shorten the time value of the note on which "tell" occurs to *one* count and give two counts to the note on which "*me*" occurs?

For further illustration I will take several types of songs: 1. A Ballade. 2. A Lullaby. 3. A Dramatic number. 4. A Child's Song. 5. A Pathetic Song.

The Ballade. "The Spring Song," by Coenen.

The big idea here is Spring. The song must be permeated with the joy, the abandon of springtide—all else must be subservient thereto. So it must partake of the dash and fire of youth. Read the words, get the complete idea, phrase words so as to portray the true meaning, then combine with the music.

Every man, woman, or child knows how beautiful it is after the dreariness of winter to hail the budding of the trees, the coming of the wild flowers, the hills clad in robes of green—create this atmosphere—then sing.

Lullaby. Whether to the child or the adult mind these

ideas shall be uppermost—mother-love, peace and quiet. I have in mind a lullaby of Nevins'—"Beat upon mine, little heart." Here we sing to the baby. All the world is shut out. There is no one but just the mother and child. (The song.)

Dramatic. There are many causes for dramatic expression. It may come from intense love, intense hatred, sorrow, wounded feeling, or an expression of some wondrous life lesson or mystery. Let us take one of Liza Lehman's songs, "Long ago in Egypt." We must go back to the time of the Egyptian kings. They lived and prospered. The rain fell, the birds sang. They lived and we live, yet life's not done. These kings grew older. They knew their hearts must grow cold and colder, so they loved and we love, and through it all—love endures. Far away in Egypt, the strange kings lie sleeping—the Nile still flows through seed time and growing and time for reaping. They wait—we wait—for what—none known. (Song.)

A Child's Song. "The Ginger Bread Man," by Jessie Gaynor. (This is a burlesque of the pathetic.) In this song is the expression of unrestrained childhood, no trouble in the world as yet. So sing of the child world—get away from the serious things. Picture this *dear* little ginger bread man as a child sees him, then the *sad* little ginger bread man with no hands, no feet, no head—*poor* little ginger bread man. (Song.)

The Pathetic. "Three Green Bonnets," by Guy d'Hardelot. Again we are in the child world. This time we picture three dear little girls—one of *blue* eyes, one of gray, and one of brown eyes. They were such happy little folks until one was stolen away. Then came sorrow. (Song.)

I have dwelt longest on the mood of the song because in my mind much of artistic phrasing depends on the atmosphere created—the character of the song.

In closing let me leave these few thoughts. First, take words of song away from music, read, and phrase according to thought. Then fit the music to the words. A Ritard here, a hastening there in direct opposition to strict rhythm will convey true meaning of words. Again an accent will give us the telling words. A pause or hold will oft-times give your hearers an opportunity to comprehend the picture conveyed by the song.

With your help—supervisor, teacher, friend—we can surely make our work more vital by laying a bit more stress on this interpretive side.

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Little Talks by the Way.

(Under this head Superintendent Hyatt will try to give some account of what he sees and hears and thinks in traveling about officially among the schools of California. It will be somewhat hasty and ill-digested, being jottings on the road. It will deal with personal experiences, and so may look egotistic. It will be subject to frequent change of opinion, and will seem inconsistent. It is done as a free and easy means of communication between the school people of the State and the central school office. If it provokes retort or comment, that will be printed, too, provided that it be brief and interesting.)

Swinging Round the Continent Concluded

This has been running an unconscionable time, hasn't it? Are you getting horribly tired of it? I am, and I'd quit it instanter but for an uneasy conscience that drives me to finish a thing once begun. Besides, a number of teachers have been telling me that they are using it as a basis for an imaginary journey in the geography class, and they want it completed. True, this is probably only bare-faced flattery, but it does its deadly work. It will lure any mere unsuspecting man on and on to do most anything, even scuttle a ship or cut a throat, mayhap.

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Turning South

We left Cleveland at 10 o'clock at night for the South; and in the piece of the night that was left rode clear across the State the longest way.

Columbus is the seat of the Ohio State University, which has grown into one of the great universities of the west, with

its hundreds of teachers and thousands of students. A great summer school was in progress here.

Dayton was of interest as the location of the National Cash Register factories. This great establishment is famous for the way it treats its employees, giving them an interest in the business, helping them to adorn and beautify their homes. The whole region is handsome enough even to be a credit to California if it were here. Dayton too is the home of the Wright Brothers, the aeroplanists, who have perhaps gone further than anyone else in navigating the air with a machine heavier than air. Even now they are in France and in Washington showing what their aeroplane will do. Probably we shall all live to sail the air yet. It doesn't seem nearly so difficult or impossible as the horseless carriage did a dozen years or so ago.

From Dayton to Cincinnati we cross the Cincinnati Limestone which is famous for yielding some of the most exquisite fossils in the world. It is a great series of soft blue limestones and shales, cut into a million shallow canyons and gullies by the streams. The fossils are harder than the enclosing rocks, so they weather out freely without breaking, every striation, every detail of structure as perfect as if the shell were yet alive. Trilobites and crinoids are much sought after. Trilobites were small crustaceans that nearly always doubled up tight, tail to nose, before they died. Thus turned to stone, they make interesting and lovely little specimens. They are often mounted in gold for pendents and charms. The crinoids are called "stone lilies"; they are of animal origin, however, related to the star fish and sea urchin. There is a graceful, delicately sculptured head, set on a long, slender jointed stem. Sometimes the whole organism is spread out in perfect condition on a simple slab of the blue limestone; and sometimes the heads come out free, so they can be carried as pocket pieces to study at leisure and show to one's friends. Besides these there are countless extinct species of shells, large and small, all beautifully preserved in this old Silurian storehouse. A cabinet of these fossils is a choice treasure. Fortunes and life work have been spent in collecting them.

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Corner of Indiana

From Cincinnati we followed down the Ohio River a few hours, crossing from Indiana into Kentucky at Louisville.

The Ohio River seemed rather small and muddy. Low water in summer and disastrous floods in winter seem to be caused by the destruction of the dense hardwood forests that once covered so thickly the basin of the Ohio; forests of walnut, oak, hickory, beech, elm, maple.

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Dark and Bloody Ground

Kentucky, as we scudded through it, seemed a poor and backward State. The soil did not look productive, the farmers seemed to be having a hard time, the buildings were poor and unkempt. It only took half a day to cross it, from north to south.

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Tennessee

Negroes are more in evidence. The air is a little hotter, a little damper, a little stickier. We stopped off at Memphis, famous old river town, intending to take steamer down the Mississippi and see that phase of transportation. We stayed there all night so as to have plenty of opportunity to get the best boat. But much to our astonishment, the thing couldn't be done! There was the great tide of the mighty river flowing through the town. The banks were paved with cobble stones from the water's edge away up to the streets, a great area hundreds of acres in extent. Warehouses and landings were here and there. It had evidently once been the scene of a great traffic. But now it was deserted. A few darkies squatted in the shade of lumber piles. The wharfinger's office was empty and cobwebbed. Nobody in the town seemed to know anything about boats. Nothing floated on the broad bosom of the river but an occasional stick or a fallen tree. There were actually no boats running to New Orleans. We simply had to take to the railroad again. The railroad is quicker and handier than the boats. The freight does not have to lie outdoors waiting for irregular boats. So the river traffic seems to have died.

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The Delta

We followed the general course of the river to the south, passing into Mississippi. Everybody calls this region the

"Delta," meaning, I suppose, the delta of the Yazoo, the swamps and lagoons where it comes into the Mississippi. Cotton is now the principal crop. It looks somewhat like fields of cockle burs, about knee high. The flowers are curiously of two colors, some white, some red. We find that the red ones are merely those that came out yesterday while the white ones came today. The cypress trees are a striking feature of the landscape in the swampy parts. They are big, fine trees, valuable for lumber, growing for the most part in stagnant water and standing up on their roots as if they were stilts. That night we got to Vicksburg;—Vicksburg, where Grant and Pemberton fought so long and so hard nearly fifty years ago. Many of the features of the siege are yet clearly visible, such as the earth works and caves used by the contending armies. Here is located the greatest of the national cemeteries, a splendid park of 1700 acres, containing the graves of 17,500 soldiers. Think of it! a city full of men, all young!

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The Black Belt

Now, indeed, we are in the Black Belt of the South. At every station crowds of negroes are gathered, to see the train come in. A little lonesome station has perhaps two or three hundred men around it—the crowd as black as a thunder cloud. Probably only three or four white men can be seen at all—the agent, the section boss and a drummer perhaps. There is an occasional handsome, white house, with classic pillars in front and long verandas. Back of this and around it is a swarm of negro cabins—little, whitewashed houses, entirely without windowglass, without gardens, without orchards, without barns—but each with half a dozen children or more. There are eleven millions of these black people. Booker Washington says only 50 cents per pupil per year is spent on their education. In this state we spend over $25 per pupil, or fifty times as much. Compare these two amounts, and you get a discouraging view of education in the south. Sugar cane now comes in, to vary the cotton fields. The white people look sallow and sickly, and speak in soft, drawling voices reminding one constantly of Owen Wistar's *Virginian.*

Louisiana

Going on through Louisiana we come into New Orleans. And now don't anybody dare to say *New Orleens* or *New Orlyans*. Everybody there calls it N'Yawlins, and they ought to know. The best authority on the name of a town is what the people call it who live there. So N'Yawlins it shall be as long as I can remember it. We remained a day or two at N'Yawlins and stopped at an old fashioned boarding house so as to see the real life of the city. T'was a quaint old place, a three story building, musty and malodorous. The garbage and the water closets for the whole building all emptied down a hole like an elevator shaft which ended in a kind of a well in the basement. Once in several months this well is cleaned out, they say. Seeing the people still alive makes one lose all faith in the germ theory.

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Away to the West

Leaving N'Yawlins, we speed on our long journey to the West. For a long time we skirt the Gulf Coast, crossing little bays and inlets on bridges and ferries. Morgan City on the Gulf of Atchafalaya is one of the great places of the United States for the shipping of oysters. Nearly all our California oysters come from this point. We are on the Southern Pacific railroad again and it seems mighty good to get back to it. The oil-burning locomotives are one of Heaven's choicest blessings after the smut and cinders of the eastern roads.

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The South Remembers

I saw recently in a Texas daily paper an account of a rather unusual incident following the adoption of a State text-book in arithmetic. Not long after the Texas text-book Board had adopted a certain elementary arithmetic text, resolutions were drawn up by a Texas chapter of the Confederate Veterans and presented to the Board, to the following effect:

That in certain parts of the book problems are to be found based upon the siege of Vicksburg, the march from Atlanta to the sea, and Sheridan's ride from Winchester, which problems "glorify" the names of Grant, Sherman and Sheridan, and "commemorate" their exploits:

That no problems thus "commemorate" the genius and intrepidity of Lee and Jackson, or other Confederate leaders; and that the cruelty and desolation wrought by Sherman's march are not touched upon:

That such a choice of problems is "partisan," and hence a violation of the State law; and indicates a deliberate intention to win over to Federal generals the admiration of Southern youth, to the exclusion of the Confederate heroes (to whom alone their devotion is due, is the implication).

Therefore, vigorous protest is entered against the use of the said text-book in arithmetic; and the text-book Board is earnestly requested to rescind its action and reject the book.

All this is set forth in florid rhetoric, and indicates clearly enough that the "lost cause" is not yet forgotten. It is pathetic to see such jealous clinging to the past glories of the South, when the present may be more glorious still.

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The Biggest State

We cross from Louisiana into Texas; and indeed it is a big State! San Antonio is the first big city we find. The country is still of the south—darkeys and cotton are still the main crop. The air is moist and sticky and warm, but the heavy rains have laid the dust and made all vegetation green and rank; so that the scenery is very pleasant to look at.

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Mexican Boundary

Westward we go through Texas, all day and all night, swiftly westward; and at El Paso we strike the Rio Grande River and the Mexican line. The Rio Grande seems a very poor imitation of a river after the big ones we have seen. It is a shallow creek, with a shallow valley. El Paso on the American side has about 95,000 population. Just across the river is Juarez, on Mexican soil. There is a trolley line crossing the river and everybody freely travels back and forth between the two countries without let or hindrance. Here is the headquarters of the Great Phelps-Dodge Syndicate, a corporation with wealth untold. It has a magnificent office building, built and fitted up according to every modern idea and regardless of expense. It operates the great copper mines of Arizona; and when it needed a great line of railroad to

tap that region, it never issued a bond but built it and paid for it in cold cash, just as easily as you or I could buy a leg of mutton for Sunday dinner. The country has been gradually changing from the land of cotton to the land of little rain.

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Ride Like a Prince

Our standard Pullman ticket from New Orleans to San Francisco, across the continent and more, cost $11.50. It afforded luxury that a prince could not have commanded fifty years ago. The richest upholstery, magnificent polished tropical woods, mirrors and hangings of most expensive kinds, silver fittings, Ethiopian attendants to do your every bidding! A soft bed by night and a cushioned seat by day, all clean and beautifully cared for! The car at the rear of a long train, with the oil burning locomotive so far away that no trace of smoke or soot can offend the passenger's dainty senses. There is no dust or smell. And all this luxury clean across a great continent for a sum that a ditch digger could save from his booze and tobacco!

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Next Came Arizona

Dry and arid Arizona came next; and 'twas hot! Shut up in the cars the people wasted; and the rainless land gave the winds so much dust that they wouldn't keep their windows open. At night it was worse. A lady near us had a hot water bag. She filled it with ice water and applied it during the night to the various portions of her anatomy that seemed to need cooling off—and said she got much comfort therefrom. A gentleman in an upper berth was only able to live by making ghost-like trips to the wash room oft in the stilly night, where he would wring towels out of ice water and spread them over his sweltering, scant-clad frame—and get a snatch of sleep before the towels got hot again. The porters were determined that no windows should on any account be opened—the wind would blow dust into the blankets and curtains. We had camped in the west long enough to know that the wind would keep us cool; so we fought a battle royal with the sable Ethiop; and went to sleep with the wind blowing in, dust and all, through an open window; slept like a babe and awoke refreshed in the morning, the only ones on the car who got their rest. A hint to the wise is sufficient.

Wilcox and Tucson

Wilcox is the emporium of the Arizona cattle country. They had had "a man for breakfast" the day we passed through—a Mexican had been shot resisting arrest. Tucson is a town of flat topped Mexican houses. We found the people here much interested in a mine of meerschaum that had been discovered somewhere in the interior. No good meerschaum has before been produced in this country. We saw a great pile of it—nodular chunks of a white substance, almost as light as cork and with a greasy feel. It takes a good polish after being waxed; and turns to lovely brown tints when it is used as a pipe. That's all it is good for.

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Back to California

At Yuma we crossed the line back into blessed California, the land of the free and the home of the brave. Even the Colorado Desert looked good. We felt as if we had been gone for years. We skirted the Salton Sea for miles, on the 200 foot level—that is, 200 feet below sea level. It is falling very slowly, and will probably be there long enough for your first grade class to grow up and raise children of their own to go in the first grade again. The cooks in the dining car threw out a dozen big pieces of bread into the water—when instantly a thousand good sized fish rushed at them, leaping and turning and squiring in a solid mass around the loaves, apparently fighting for a chance at them. They seemed to be carp and catfish, both of which thrive in stagnant, muddy waters. And all this, mind you, on what was a parched and burning plain four or five years ago. I have driven over it many a time, thanking Providence for the water in my canteen and never in wildest dreams conceiving the strangely impossible idea that fish would one day be disporting here in their native element.

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On to the West

Westward still we went—up the long hill, from the desert to Banning; thence down into the orange groves and rose gardens and lovely homes of Southern California; and through them to Los Angeles, with all its wonders of architecture and daring enterprise, its radiating network of railroads, its stupendous irrigating schemes.

Thence North

From Los Angeles we turn north—through the Soledad Pass to the Mojave Desert—across it to the Tehachapi Pass, leading up and over into the great valley of California by the famous Tehachapi Loop, where the railroad passes under itself in its effort to pass from Southern into Central California. Down we glide into the great valley, 400 miles long, containing one of the longest bodies of fertile, level land in all the world; a valley destined to support millions of happy people. We cross the plains of Bakersfield, dotted with oil derricks; the Tulare basin, rich as the valley of the Nile; the Fresno Country, with its grapes; Merced and Stockton; and then up the Sacramento.

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The Place of Beginning Aforesaid

And still north we go, up the river, to the capital of the State, and the place of beginning, aforesaid. Thus, the Circle Round the Continent is completed. We were glad to start and are still gladder to get back. While our conceptions of California are no less, our ideas about this great country of ours that lies outside of California are greatly enlarged. It is good to get away and to see how big and strong and populous and powerful our Nation is. Finis.

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State Board Amendment

The amendment to the State Constitution proposing to change the personnel of the State Board of Education will be voted on by the electors of California at the regular elections next month. I have tried to avoid saying anything or writing anything about it all these two years because it seems an ungracious thing to advocate something that would result in depriving some of my colleagues of an office. Still a good many people ask my own private, personal feeling in regard to the matter; and perhaps they have a right to do so. Perhaps it is a duty to set down here how the thing really seems to me after thinking about it, reading all that has been written about it and listening to all the discussions about it during the past year or two. And you can take it for what it is worth.

Nothing Personally

Personally, it does not matter to me in the least. During the few months that will be required for me to toddle across the stage and drop off into outer obscurity, I can get along happily and peaceably with the Board as it is, with all good feeling and respect for every member of it. They are good men and they do what they believe is right, every time.

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Nevertheless

Nevertheless, to be quite frank and free, I must confess that I don't believe the State Board is now organized on a fair plan; or on the plan that was intended by the Constitution. It is not representative of our school system, but of one special interest only of that system—namely, the preparation of teachers at State expense. The real educational work of the State is done by the teachers, under the leadership of the City and County Superintendents of the State. Yet these are entirely unrepresented.

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Parallel Columns

All this shows more plainly than by words in the following columns, showing the make up of the present State Board compared with the amendment plan and with the plan lately devised by the Educational Commission of Illinois.

	California Plan	Amendment Plan	Illinois Plan
1	Supt. Public Instruction	Supt. Public Instruction	Supt. Public Instruction
2	Prof. Education, State University	Representative State University	Prof. Education State University
3	President State University	Rep. Stanford University	Rep. Non-State Schools
4	President State Normal School	Rep. State Normal Schools	President State Normal School
5	President State Normal School	City Supt. Schools	City Superintendent Schools
6	President State Normal School	Prin. High School (Polytechnic)	Principal High School
7	President State Normal School	Co. Superintendent Schools	County Supt. of Schools
8	President State Normal School	Business Man	County Supt. of Schools
9	Governor	Governor	County Supt. ot Schools

Not Intended

When the present plan was adopted there was only one State normal school; and nobody ever dreamed that it would multiply until the Board would become practically a Board of Normal Presidents. Any change of plan proposed now by any body would certainly reduce this dominance. And that would throw some good men out of the job; and that would produce strenuous objection from their close friends, their faculty coadjutors, their alumni and those who had some special personal reason for an interest in them. This is quite natural; and it is quite natural that those who are most active in opposing the proposed amendment should fall into some of the above classes. It is natural that they should see many flaws, quibbles and mare's nests in this proposed change or in any other one that could be devised, and urge them eagerly by night and by day.

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Finally

But now the thing is before the voters of the State for settlement. If they vote the Amendment down, I think the present plan will continue for many, many years into the future; and that every critic of the present policies should dry up his complaints. If they adopt the Amendment I think it will result on the whole in a State Board more fairly representative of our school system, closer to our school people and more in line with modern ideas.

So let it go to court; and however the verdict goes, I shall be content; and shall try to help carry it out with cheerfulness and efficiency.

Wisdom and Knowledge

By Nathaniel Parker Willis.

Wisdom sits alone,
Topmost in heaven; she is its light—its God;
And in the heart of man she sits as high,
Though groveling eyes forget her oftentimes,
Seeing but this world's idols. The pure mind
Sees her forever; and in youth we come
Fill'd with her sainted ravishment, and kneel,
Worshiping God through her sweet altarfires,
And then is knowledge good.

State Board of Health.

The State Board of Health is the highest official authority upon the promotion of health and the eradication of disease in California. Its Secretary is Dr. N. K. Foster with offices in the state capitol. With the object of giving to the teachers of the state the best ideas and the latest investigations of this Board, Dr. Foster will prepare something of public interest under this heading each month.

The Child and the Parent

It is almost impossible to pick up a journal nowadays which does not contain a reference of some sort to the movement among the lay public for sanitary reform. This is the reflection of the sentiment which the medical profession of this country has encouraged for years and is now taking active steps to build up. This is no where better exemplified than in the article of William H. Allen on "A Broader Motive for School Hygiene" in the June Atlantic Monthly. There certainly is great room for improvement in the teaching of elementary hygiene which has heretofore confined itself almost exclusively to the consideration of the evils of alcohol and nicotine. The chief purpose of school hygiene is not the diminution of the use of alcohol and tobacco per se, but the inculcation of those broad principles which promote the health of the individual and of the community. School hygiene should suggest practice not precept and however serious the injury which whisky and tobacco may inflict upon the body politic, the failure to enforce health laws is a more serious menace to health and morals than drunkenness or tobacco cancer. Unclean streets, dirty milk, congested tenements and insanitary homes do more harm than alcohol and tobacco because in spite of the best intentions, they breed the physique which craves narcotics. Our profession must realize that however altruistic its desires for the welfare of the general public, the plan of operation must be put on a practical working basis, and while it is important to educate the child, the parent should be shown wherein lies his duty, not only to the great rules of sanitation, but to the creation of laws looking to their proper and efficient administration. Congress will appropriate millions for the investigation of diseases afflicting cattle and swine, but the last session of Congress closed without passing bills which would have gone a long way toward safeguarding the public health of this country. At a small

additional cost to the general Government it was proposed to investigate the occurrence of smallpox, typhoid fever, tuberculosis, plague and other diseases affecting man, to publish the results of such investigations and to establish a school in Washington which should be free to those physicians wishing to devote themselves to public health work. The bills also provided that the salaries of the officers of the Public Health and Marine-Hospital Service be the same as those of officers of similar grades in the Army and Navy. Such legislation should find a champion in every physician. It will not bring about the sanitary millennium but it would be an enormous advantage to the entire nation and the local guardians of the public health.

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The Superintendents' Convention

BY A. M. CLEGHORN.

It was a vigorous, helpful, enjoyable meeting, that of the Superintendents at Lake Tahoe. Everyone there seemed to have the right spirit; to want to give and take as much as possible that would be helpful. The choice of Tahoe Tavern for the meeting place was a very fortunate one: not alone for the beauty of its surroundings, the studied and artistic completeness of its comforts, and the perfection of its hospitality: but because its isolation from distracting influences fostered a feeling of fellowship among the Superintendents, more personal and intimate than would have arisen in a less remote place. So the meeting and all its accessories were informal and delightful.

There were two meetings at the Lake that week: on Monday the State Board of Education was in session all day: and the Convention sat from Tuesday until Friday, September 15-18, inclusive. Some of the Superintendents went up early, arriving Sunday morning. Many of the Southern California members took the train which went through Sacramento at 10:30 Sunday night; and to this train a Pullman was added at Sacramento, in which were Mr. Hyatt and all his party, and many Superintendents from North and South. So by Monday morning there were enough of the Convention folk assembled to give a distinct atmosphere to the place. Nearly all of the Superintendents attended the Convention: Mr. Underwood of Humboldt and Mr. Albee of Eureka were both

prevented by their County Institute; and Mr. Morgan of Tuolumne was taken with malarial fever as he was on the point of starting.

It is hard to say whether one enjoys most the hospitable Tahoe Tavern on visiting it for the first time and learning all its comforts and attractions, or upon returning to it with a sure knowledge of the reception that awaits him. The ride up the beautiful Truckee Canyon Monday morning was a delight; and the forest park in which the Tavern stands, with the Lake spread before it, was a revelation to all who had not seen it: to all who had, a joy renewed.

All the sessions, of the State Board and of the Convention, were held in the Casino by the Lake; the general meetings were in the Women's Club Room. This aims to be an account of the Convention; but it is hard not to speak of the artistic beauty of this room, its ceiling paneled with moss-grown bark between burlap-covered beams, and with burlap as wall-drapery. The State Board met on the covered porch looking out over the lake.

The Convention itself first convened on Tuesday morning at ten o'clock. Supt. Dan H. White of Solano County was made Secretary of the Convention. After a brief word of welcome, State Supt. Hyatt, who was the presiding officer introduced President Benjamin Ide Wheeler of the State University, who addressed the Superintendents informally but earnestly in a short and uplifting talk. He said:

"I have conceived this notion of the County Superintendents of this country; that they are closer to the people, closer to the life of the nation, than any other body of men and women in the nation. Who else is there whose *business* carries him constantly and necesarily into the very homes and next to the very hearts of the people?

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"I think a Superintendent ought to be thick-skinned. Unless he is, small annoyances, petty troubles, unjust criticisms will ruin his temper and his work. But underneath the thick skin, the nerves must be well distributed; he must not be callous. He must be sympathetic, but with all the people, not with any class. He is a business man; but he had better not be absorbed in petty details. He had better believe that the people, by and large, are a pretty good lot: he must be a

glorious optimist: and when he begins to grow cynical, he had better resign. For his business is the business of setting high ideals and high hopes."

The plan on which the Convention worked was as follows: For each day there was appointed a general topic for discussion and consideration. During each forenoon, this discussion was done in three sections; (a), for County Superintendents who had more than 100 teachers: (b), for County Superintendents who had fewer than 100 teachers: (c), for City Superintendents. In the afternoon, the Convention met as a whole, to correlate the section work of the morning.

The topic for the first day was "Blanks and Accounts." All the Superintendents had been invited to bring to the Convention copies of the blanks and bulletins they issued, sample pages from the ledger, etc. A room was set apart for these blanks, and most of the Superintendents were in this room comparing the blanks at some time during the session, getting pointers and giving advice. The general discussion concerned itself largely with the blanks sent out from the State Superintendent's office. The concensus of opinion was that in general the blanks should be made simpler; and the present policy of the State Office to do this was warmly indorsed.

On Wednesday, the Superintendents took the ride around the lake on the steamer Tahoe. It was rather a cold day, and the sky was overcast much of the time; but the enthusiasm of the voyagers waxed ever warmer. On the after deck was a musical crowd, who sang, accompanied by a violin, various and sundry strains, more or less moving. Others played games requiring sharp wits: I saw President Wheeler officiating at "Simon says, Thumbs up!" A warmer day would have been more comfortable, but no one suffered; and the varying effects of lake and sky were seen to better advantage than they could have been on a fine day. A little dash of rain came, near the end of the voyage, to make its variety complete.

Thursday morning, Mr. J. W. Linscott of Santa Cruz, the Superintendent of longest service present at the Convention, spoke briefly and cheerily to the Superintendents on the topic "Keep Young!" At the close of the address, it was announced that several of the noted school architects of the State had been invited to speak to them of school house building from the stand-point of a Superintendent. One had accepted: Mr. F. S. Allen of Pasadena, whose talk was closely followed; at its close, Mr. Allen was deluged with questions, which he answered briefly. The Convention showed so much interest

in this topic that a large part of the morning was devoted to it. In the afternoon, Dr. Hoag, Medical Supervisor in the schools of Pasadena, spoke on "Medical Supervision in the Schools." This address also was closely followed.

Thursday's topic was "School Legislation," but so much interest was shown in the addresses of the day that consideration of the Legislative Committee's report was postponed until Friday afternoon. Friday's subject, "Institutes and School Visiting," was therefore discussed only in sections on Friday morning.

Supt. Mark Keppel of Los Angeles County was Chairman of the Legislative Committee, whose duty it was to cast in proper form the various suggestions made to it, and present them to the Convention. His alertness and aggressiveness kept the meeting thoroughly alive and interested in the discussion. This Committee was continued with instructions to act in conjunction with a similar Committee to be appointed by the California Teachers' Association this winter.

The Committee on Resolutions presented its report just before the final adjournment on Friday afternoon. Its report, as accepted, closes this article.

More than one hundred and fifty were in attendance at the Convention. Seventy-nine of the present Superintendents were present, many with their wives, and some ex-Superintendents were there too. Ten or a dozen representatives of publishing houses attended, and most of them brought their wives. Six members of the State Board of Education were there; and with those from the State Office, speakers, and other interested friends, there was a large meeting. It was most encouraging, too, that most of those in attendance stayed until the end of the session, so that the enthusiasm lasted clear to the end.

The evenings of the week were devoted to amusement and relaxation. The bowling alleys were generally well filled; every evening there was dancing, and on two evenings there were impromptu programs which were furnished by members of the Convention. One event of note was the attempted sale at auction of three bachelors; bids were too low to be accepted. Everyone was happy, everyone had something to do; and the results of the Convention of 1908 are a greater enthusiasm for the public schools of the State, in addition to the results which may be wrought out during the next session of the Legislature.

RESOLUTIONS OF THE BIENNIAL CONVENTION OF CITY AND COUNTY SUPERINTENDENTS, ASSEMBLED AT LAKE TAHOE, SEPTEMBER 18, 1908.

1.

WHEREAS, Mrs. Alice Richardson has by her many courtesies extended to us, and by her constant care for our comfort and pleasure, added much to our enjoyment and to the success of the Convention, therefore be it

RESOLVED, That we hereby express our hearty appreciation and extend to her our most sincere thanks for these many courtesies received.

2.

WHEREAS, An effort is being made in this State to abolish the law requiring the collection of a poll-tax, which would reduce the annual revenue for the support of the public schools of this State over $600,000, and

WHEREAS, This small tax seems neither unjust nor oppressive to any great extent to any one, yet it gathers in small amounts a large sum from many who would contribute in no other way to our government for the privileges and protection they receive from it, therefore be it

RESOLVED, That it is the sense of this Convention that the law requiring the collection of a poll-tax be not abolished.

3.

RESOLVED, That Section 308 of the Penal Code be so amended as to prohibit the importation, manufacture and sale of cigarettes in the State of California.

4.

WHEREAS, It has been brought to our notice that the teachers' agency known as the Co-operative Teachers' Association, has been practising methods that are wholly unprofessional, in its attempts to locate teachers: therefore be it

RESOLVED, That this Convention of City and County Superintendents of the State of California, hereby censure and condemn the business methods of the Co-operative Teachers' Association in its efforts to place teachers in the public schools of this State. Be it further

RESOLVED, That we urge upon all teachers to refrain from registering with the Co-operative Teachers' Association. Be it further

RESOLVED, That we endorse the action of the State Board of Education, and pledge it our unqualified support in its efforts to rid the schools of this State of such methods and practices as have been made use of by the said Co-operative Teachers' Association.

5.

WHEREAS, In determining the proper relations between a City Board of Education and the public, and between a City Superintendent and his Board of Education, be it

RESOLVED; (1) That a City Board of Education should stand before its community as a non-partisan representative of the educational interests of the whole community; that in the conduct of its business affairs it should have no friends to reward nor foes to punish; that sound business methods and morality require that the practice of competition, so far as conditions permit the securing of bids in the open market, be applied to all awards under the amount on which the law now requires advertisement for the same; and that the Board of Education should recognize its corporate functions by transacting its business in its corporate capacity only.

(2) That a City Superintendent is the managerial officer of the City Board of Education, subject only to the legal authority of the said Board of Education and to the law pertaining to the duties of his office; that all orders of the Board of Education relating to the directions of the principals, teachers and janitors should be given through him; that he should have entire supervision of the course of instruction, of discipline and the conduct of the schools; that he should nominate and recommend all teachers and principals for election by the Board of Education; and that he should assign all teachers and principals, and make all transfers necessary to the successful operation of the schools.

6.

RESOLVED, That the City and County Superintendents of the State of California, in Convention assembled, most cordially invite the National Educational Association to hold its Annual Meeting at San Francisco at its earliest date. And be it further

RESOLVED, That we pledge the State for the San Francisco Meeting a membership of at least six thousand members.

7.

WHEREAS, Our State Superintendent, Edward Hyatt, by wise selection and careful forethought has chosen this beautiful location, with its magnificent surroundings and excellent opportunity for social converse and attention to business, freed from the distractions of a large city: and

WHEREAS, He has given us a program which has proved of unusual interest, and we believe of permanent value; therefore be it

RESOLVED, That we, the City and County Superintendents of California, in Convention assembled, do hereby record our hearty appreciation of his services and express our sincere thanks for his untiring efforts, which have contributed so much to our pleasure and to the success of this Convention.

Respectfully submitted,

C. N. SHANE, *Chairman.*
DEWITT MONTGOMERY,
Committee.

Simplicity.

Simplicity is less dependent upon external things than we imagine. It can live in broadcloth or homespun; it can eat white bread or black. It is not outward, but inward. A certain openness of mind to learn the daily lessons of life; a certain willingness of heart to give and to receive that extra service, that gift beyond the strict measure of debt which makes friendship possible; a certain clearness of spirit to perceive the best in things and people, to love it without fear and to cleave to it without mistrust; a peaceable sureness of affection and taste; a gentle straightforwardness of action, a kind sincerity of speech—these are the marks of the simple life, which is within. I have seen it in a hut. I have seen it in a palace. And wherever it is found it is the best prize of the school of life, the badge of a scholar well-beloved of the master.—*Henry van Dyke.*

Western School News.

Meetings.

The California Teachers' Association will meet at San Jose December, 1908. Fred T. Moore, Alameda, President.

Northern California Teachers' Association, Marysville; F. E. Freeman, Yuba City, Cal., Pres.

Southern California Teachers' Association will meet December, 1908, at Los Angeles. Duncan Mackinnon, San Diego, President.

National Educational Association, Denver, Col.; Dr. W. G. Harvey, President; Irwin Shephard, Secretary, Winona, Minn.

NOTES

Dr. James McNaughton, formerly principal of the State Normal School at San Jose, died September 13th at his home in Pasadena.

The Health Board of Berkeley, Cal., has arranged for the physical examination of pupils in the public schools.

Prof. George L. Leslie of the city schools, left September 29th for Oakland, where he will deliver a lecture on the "Health and Growth of Children," before the State Conference of Charities. The reputation of Prof. Leslie as an expert in determining the physical deficiencies of children is becoming widespread, and his work in the schools of this city is regarded as of the greatest importance in removing difficulties and correcting defects.—Los Angeles Times.

The city attorney of Los Angeles, Cal., has instructed the auditor that he has no legal right to audit the books of City or Board of Education.

Miss Lulu White, the energetic Superintendent of Shasta County, has organized a Union High School, composed of sixteen districts, including Anderson, Cloverdale, etc.

Prof. F. E. Farrington of the University of California has been elected head of the department of pedagogy of the University of Texas.

Professor Emeritus E. W. Hilgard, formerly head of the agricultural college of the University of California, and known throughout the State for work he has done for the farmers, has been honored by an invitation to be one of a committee, which will establish an agricultural experiment station in Palestine. The station will be located near Haifa, and international support for investigation has been assured.

Dr. E. C. Moore was given an enthusiastic reception by the teachers of the city of Los Angeles on his return from Mexico.

Dr. D. S. Jordan will be the principal speaker at the Arizona Teachers' Association, November 10, 11, 12th. He delivered the address at the inauguration services of President Dunning at Missoula, Montana.

Dr. W. O. Smith of the Mission High School, San Francisco, Cal., has made a special study of the functions of "The Model High School." He has a number of invitations to address various county institutes on the new phase of high school education. Dr. Smith is a fine student, and interesting speaker.

Hugh J. Baldwin, County Superintendent of San Diego, has issued a new manual. The course of study is unique in that it uses more than one-third of the book for discussion of the physical training of the child. It is a great course of study, and it offers the most complete course of study yet issued on the subject of physical training.

Southern California cities, including Los Angeles, San Diego, Pasadena, Long Beach, are overcrowded with school children.

Alex B. Coffey is at the head of the Department of Pedagogy of the University of Louisiana and is very popular as a lecturer in the Southern States.

With the reopening of the Emporium, the down-town section of San Francisco will be propitiously launched on its new career and the retail shopping interests will receive an impetus of incalculable benefit, for wherever the Emporium stands, there the shoppers throng. And certainly no public was ever more carefully considered than the people of San Francisco and the State have been considered by the Emporium. From the grand entrance to the uppermost floor everything which could add to the comfort and convenience of its patrons, the Emporium has installed.

BOOK NOTES.

These four qualities a grammar grade History must have: (1) Its author must be possessed of unquestioned scholarship; this must show forth in his record and standing in the educational world, and in the pages of the text-book he writes. His History must be wholly free from inaccuracies and misstatements of fact; it must have that absolute perspective which belongs to the true historian, and which precludes bias, and prejudice, and misplaced emphasis; and its selection and organization of material must exhibit the trained mind. (2) The author's style, remaining erudite, must yet have that simplicity and charm, and that dramatic quality of presentation, which captivates the juvenile mind. (3) Its message must have the fire of patriotism, and the book must bring forth into the full glare of the spotlight the great figures in our nation's roll of honor. (4) The externals of the book—the pictures, maps and presswork, must be of that superlative quality beyond the reach of criticism.

Mace's School History of the United States, submitted to these several tests, comes out unscathed. It is a splendid book. Its plan of organization embodies the values of both the topical and the chronological treatments. 466 and xcv pages, profusely illustrated with pen-and-inks, full-page colored plates, colored maps and stippled detail maps. $1.00. Rand, McNally & Company. (Cunningham, Curtiss & Welch, depository).

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San Francisco

This is the Official Journal of Education. The law requires that the Clerk of the school district file it with the teacher before the end of each month.

The Western Journal of Education

November, 1908

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HARR WAGNER, Managing Editor

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The Western Journal of Education

NOVEMBER, 1908

EDITORIAL

Teachers' Rights, Tenure, and the Courts.

The Sonoma County Case

The action taken during the summer by the Sonoma County Board of Education, by which the certificate to teach in the public schools of Sonoma County was reported to James Ferguson, who had been deprived of his certificate by the predecessors of the present Board some four years before, finally settled a controversy which has been going on for a long time. It is not for this *Journal* to express an opinion as to the merits of the original action, but there is one phase of the controversy that is of interest to every school teacher and school official in this State, and it is this to which we wish to call attention.

Four years ago Ferguson's certificate was suspended by the County Board on the grounds of unprofessional conduct, failure to keep intelligent records, and refusal to give information to his superior officers. "The proceedings were irregular" (condensing the wording of the court decision), "specific charges setting forth the nature of the unprofessional conduct were not filed, no adequate notice was given Mr. Ferguson as to time and place of hearing, nor was he furnished with a copy of the complaint that he might have an opportunity to present a defense." From the complaint it would appear that the notice of the hearing was not received by Mr. Ferguson until three days after the hearing had taken place.

* * *

The Appeal to the Courts

There seems to have been a large amount of feeling over the matter on the part of both sides, and both sides felt that justice lay on their side of the controversy, Ferguson went to

another county to teach the coming year, and nothing was done about the matter for over two years. Two years and a half ago Ferguson applied to the Superior Court of Sonoma County for a writ of mandate to compel the County Board to restore to him his certificate. This the court refused to do, on the ground that he had made no formal demand on the Board to restore the certificate, and in the absence of such a demand and a refusal the court could not act, though the court indicated in the decision that in case such a demand were made and refused the court would then issue the writ prayed for.

* * *

Teachers' Certificate a Form of Property

In rendering his decision in the case Judge Burnett laid down a principle which is of much interest to the teachers of the State. It lacks the force of a Supreme Court decision, but probably would hold as good law. It is this: "The authority to teach in the public schools is a valuable property right, of which no one should be deprived without due process of law." In elaborating this the judge said that "specific charges setting forth the nature of the unprofessional conduct should have been filed," and "a day should have been appointed for the trial and petitioner should have been furnished with a copy of the complaint in order that he might be prepared and have an opportunity to present his defense to the accusation." It is in this that the whole interest in the case lies, so far as the teachers and school officers of the State are concerned.

* * *

Action of the County Board

Acting in accordance with Judge Burnett's decision the Sonoma County Board of Education last July adopted the following resolution:

"WHEREAS, James Ferguson was on the 9th day of July, 1904, the holder of a High School certificate granted by the Board of Education of this county; and

"WHEREAS, The Board did on that day make an order purporting to suspend the said certificate; and,

"WHEREAS, The said James Ferguson thereupon applied to the Superior Court of this county for a writ of mandate compelling the Board of this county to restore to him such certificate; and

"WHEREAS, Albert G. Burnett, Judge of said Superior Court, on the 6th day of January, 1906, rendered his opinion in such action wherein he denied the issuance of the writ prayed for on the technical ground that the demand for restoration of the certificate was not made in proper form; and

"WHEREAS, Said Judge in his opinion held in substance that said Board of Education did not legally suspend the certificate of said James Ferguson, no specific charge having been made against him, nor the proper proceedings taken, and the said Superior Court in its opinion having stated that if petitioner, James Ferguson, should respectfully request or demand of the Board that it restore to him his certificate in full force and effect, it should be done; and

"WHEREAS, James Ferguson did on July 2, 1908, request that said certificate be restored to him, and it appearing to the satisfaction of this Board that he is a fit and proper person to teach and hold such certificate; therefore be it

"RESOLVED, That the proceedings of the Sonoma County Board of Education, of July 9, 1904, culminating in the suspension of the certificate of said James Ferguson, be and the same are hereby rescinded, and the said certificate be and is hereby restored to said James Ferguson and shall be in full force and effect after this date."

* * *

The Teacher's Interest in the Matter

The merits of the original controversy seem to be somewhat in doubt, as very positive and opposite opinions are expressed on both sides, but these do not concern us here. Ferguson has not been deprived of the right to teach because of the action of the Sonoma County Board, as he was granted a new certificate in San Francisco County on his credentials and has been teaching in the city since he left Sonoma County, being now a Deputy Superintendent of Schools there. He has carried on the contest as a matter of principle rather than as a matter of necessity.

The point of real interest to the teachers of the State is the decision of the court, and especially the language of the opinion quoted above. In the opinion of the court charges must be preferred that are definite, they must be served on the teacher sufficiently long enough in advance to enable him or her to prepare a defense, and a definite time must be fixed for the hearing of the charges. The right to teach after it

has been earned by obtaining a certificate is a property right, and the certificate is virtually a contract which cannot be abrogated except for statute causes. The protection of property and the inviolability of contracts are fundamental assumptions in our judicial procedure.

* * *

How Far the Courts May Go

That the courts should be called upon to see that teachers are given a proper hearing and are secured in all of their just rights is perfectly just and proper. The matter of court interference, though, may easily go too far. The business of the court is to see that a teacher has a fair hearing and proper time to make a defense. The procedure of the trial, though, if it is a reasonably fair trial, ought not to be made a subject for review by the courts. The appeal should be, not to the courts, but to the Superintendent of Public Instruction or to the State Board of Education. To one or both of these should be given the power to review the case and the hearing, examine the evidence, and then to render a decision which shall be final. The questions involved in a trial for unprofessional conduct, immorality, or incompetency are largely educational questions, and such questions which cannot be settled by the rule of the preponderance of the evidence. To give the courts full power of review is to effectually tie the hands of school authorities. San Francisco is a very good example of this. The Board of Education has found it practically impossible to conduct a trial that the courts will not set aside on technical grounds, or to dismiss a teacher that the courts will not reinstate with full pay. The result is that the Board's hands are effectually tied, and they have practically given up all attempts to deal with the situation.

* * *

What This Keeps Teachers From Obtaining

This is one of the most vicious features of the whole life tenure situation. Indefinite tenure, or tenure during competency and good behavior, would be an excellent feature to add to our school laws. It would settle the whole tenure problem by placing it on the same basis that it is now on in our normal schools and universities. Superintendents would favor this, but they are all afraid of it because, under our present system of court interference, it would virtually mean

the San Francisco system of life tenure. The courts should guarantee to teachers a fair hearing, but the questions of procedure at the trials and the value of the evidence upon which the decisions are based should be questions to be settled by educational bodies, and not by the courts. Appeal should lie to the highest educational authority of the State only, and the decision of that body or person should be final. This would be a simple and effective means of handling such questions, and would without question redound to the advantage of every good teacher in the State. Should there be any legislation attempted on this subject at the coming session of the legislature, as is probable, it is to be hoped that some such principles as the above may be incorporated into the law.

ELLWOOD P. CUBBERLEY.

A New Note in Education.

ANNUAL REPORT OF THE PRESIDENT OF THE BERKELEY BOARD OF EDUCATION.

To the Honorable Board of Education,
Berkeley School District—

GENTLEMEN: In order that the policy of the Board of Education and suggestions for improvements in our schools may be brought to the attention of the community, it seems proper to revive the custom of submitting an annual report by the president.

The situation of Berkeley makes it primarily a city of homes, and therefore of children; and the presence of the University of California gives emphasis to its position as an educational center. That the people realize this is shown by the generous response always given to appeals for financial support. It is fitting that the people should know the general policy which has been followed by the School Board, and that suggestions for further development of the schools be laid before them for consideration. The principal divisions to be considered are (1) school-houses; (2) school sites and playgrounds; (3) course of study; (4) teachers; (5) finance.

SCHOOL-HOUSES

The money received from the sale of the recently authorized bonds will probably provide ample school-rooms for

several years to come, unless Berkeley should within that period again be subject to abnormal growth. The buildings erected during the past three years and those now proposed are of the simplest and most economical construction, as demanded by financial limitations; but emphasis should be laid on the fact that, so far as the essentials of space, lighting, heating, and ventilation are concerned they embody some of the latest and best attainments of school architecture. That this is so is largely due to Professor F. B. Dresslar, an eminent authority on such matters, who, as a labor of love, prepared an elaborate series of general specifications for the guidance of architects, which was adopted by the Board of Education three years ago. Further, with the proceeds of the last bond issue, the old school buildings will be made as safe and sanitary as possible. Modern heating systems will be installed, with an especial idea to safety and economy, and all the school buildings will be provided with fire protection and fire escapes.

Before the San Francisco disaster, the Board of Education decided that all future school buildings should be of permanent character, built of brick, concrete, or stone, but the lessons of that disaster and the tremendous pressure upon our resources caused by the unexpected growth of the town caused that plan to be temporarily abandoned. Berkeley has now reached the stage of development where it should seriously consider the desirability of erecting permanent buildings of pleasing architectural style. Of all our school buildings, those of the new high school are alone of such a type. Constructed with steel frame and re-enforced concrete walls, floors, and roof, they are probably as nearly earthquake and fire-proof as it is possible to make them, and, while simple in plan, they, with the old high school, will form a dignified and pleasing group.

In designing these buildings, the Board of Education has followed its general policy of seeking the most reliable expert advice, to insure fitness for the desired ends and sound construction. Mr. E. T. Hewitt, who has had large experience both as a teacher of mechanical arts and as a mechanical engineer, and other qualified persons helped the architects in planning the work shops and laboratories. Professor Charles Derleth, an eminent structural engineer, made the necessary calculations for the steel work, and has constantly consulted with the architects and builders, and Mr. A. H. Broad and other inspectors have carefully watched the details of con-

struction. The contractors have shown interest and pride in their work, and there can be little doubt that these buildings will satisfy every requirement.

SCHOOL SITES AND PLAYGROUNDS

As the vacat lots disappear we begin to realize the need for playgrounds. No school yards in Berkeley are large enough for the needs of their own pupils. This is especially true of the McKinley, Lincoln, and Emerson schools. The Board of Education has, up to the limit of its ability, enlarged every school lot in Berkeley, but the relief is only partial. The effect of playgrounds in promoting health and happiness and in keeping children from the temptations of the streets is generally recognized. It is significant that our own chief of police, realizing the effect of wholesome amusements in preventing the first steps toward crime, has taken an active part in the campaign for playgrounds and is equipping the one public playground we have. It is to be hoped that the people of Berkeley will soon see the imperative need of supplying this deficiency. Meanwhile the Board of Education is considering the advisability of leasing for nominal rental pieces of unused property for playgrounds.

With an eye to the requirements of beauty, a portion of each school yard should be set apart for well-kept lawn and flower garden, and the present unsightly high board fences should be replaced by permanent iron fences of attractive design.

COURSE OF STUDY AND TRAINING

In addition to the conventional studies which have long formed the principal part of the school curriculum (and which in the opinion of many are in great need of pruning and revision), three new branches of education have gradually come to be recognized as of the highest importance—(1) that of the hand, eye, and ear; (2) that of the body; (3) that for the duties of citizenship.

For a number of years the claims of drawing and music have been recognized in our schools. Manual training and domestic science have now been added, and the results have been eminently satisfactory. Quite apart from the value of the practical knowledge they impart, they are well worth while, because the results are so concrete, so dependent on accuracy and careful planning, that the consequences of slovenly work cannot be concealed. The habits of foresight,

painstaking accuracy, and honesty developed by them are of the highest value, and in addition the interest and mental alertness aroused by them re-act on all other departments of study.

It is highly desirable that in the near future night classes should be organized in the high school, to afford opportunity for instruction in commercial branches, manual training and domestic science, and possibly other subjects, to young men, and women who are employed during the day.

For bodily training no better encouragement can be found than that of a sufficient number of properly equipped playgrounds. In addition the high school at least should have a fully equipped gymnasium, under the direction of a capable trainer.

It seems desirable to call attention to a plan which has been adopted with great success in a number of cities—that of free medical inspection and advice for all pupils of the public schools. In many cases incipient diseases or troubles of the eyes, ears, or throat, of which parents are ignorant, may be remedied if taken in time, and the same reasons which cause communities to insist upon education for preparing children for the duties of citizenship would apply to using the most effective means for prevention of disease and promotion of health, which is, no less than mental training and character, a requisite of efficient citizenship. This matter seems to deserve consideration.

It is generally recognized that the fundamental reason for free public education is that children may be trained to become good citizens; yet there is nothing in the school curriculum which suggests this unless it be chance abstract ethical allusions and some study of civil government. Specific duties are not touched upon. In fact, perhaps definite courses of study covering this ground are impossible, for the attributes of good citizenship are rather habits than facts to be learned. Teachers should, therefore, be urged to lay more stress on the acquirement of good habits; the habit of recognizing and respecting the rights of others; the habit of obedience to regulations and laws; the habit of taking an active part in affairs involving the general good. Pupils should learn that the flag in every school room is not merely the symbol of that patriotism which would defend the country against a foreign foe, but of the even more exalted patriotism which is constantly alert to repress selfish interests and overcome the indifference which is so dangerous in a democracy.

In this connection, parents are earnestly urged to co-operate with the teachers and principals in maintaing the discipline which is such an essential part of early education. It is not often that teachers and principals are actuated by personal prejudices or resort to extremes in enforcing discipline, and unless prejudice or undue violence is clearly shown parents should, for the sake of their children, sustain the school authorities.

Such parental co-operation is also desirable in the matter of fraternity regulation. Educational authorities are unanimous in asserting that the influence of high school fraternities is injurious in many ways. The Board of Education has gone to the limit of its authority in restricting their activities, but it has no legal authority to abolish them. They still flourish, and with harmful results. If parents will prohibit their children from joining these societies, the problem will soon be solved.

THE TEACHING BODY

Certain qualities of personality and character are just as necessary for the successful teacher as professional training, and no teacher should be appointed who does not possess all these requisites; nor is it fair to the children that teachers in the department who have shown themselves deficient should be retained. There are not enough first-class teachers to supply the demand; therefore ordinary business principles, as well as the desire to give our teachers a decent livelihood, make it the best policy to pay good salaries, in order that the best teachers may be attracted and retained. A year ago a considerable increase was made in the salary schedule, especially for the lower grades. For some positions, particulaly in the high school, the salaries are still lower than in some neighboring cities; but conditions are so much improved that selection may be made from the best teachers in the State. This was not previously the case, in the high school in particular.

Just as trained architects, engineers, and builders are employed to plan and construct school buildings (no school director would think of assuming such responsibilities), the only rational way to select teachers seems to be to do it with the advice of those whose professional training and experience makes them capable judges of the work of teachers. The Board of Education has recognized this fact, and almost without exception the teachers appointed for several years past have been selected from lists recommended by the superin-

tendent of school or the principal of the high school, and recently this policy has been definitely embodied in a rule governing elections. No capable superintendent or principal will ever jeopardize his reputation and position by recommending the unfit for personal reasons, and it is only right that those who will be held responsible for the quality of the work done in our schools should have some voice in the selection of those who are to work with them. According to reports of principals, the results of this policy have been most gratifying. Whereas, in former years a considerable fraction of the teachers have annually been reported as unsatisfactory, during the past year the number so reported was very small. Further, the reports of the University, based on the actual work of high school graduates enrolled there, show a notable improvement in standing during the past two years.

After eighteen years of faithful service, Mr. Waterman, in accordance with his own wishes, retires from the superintendency to become principal of the Whittier School, where the work is less exacting and where above all he can come into closer contact with the children. He will be succeeded by Mr. Frank F. Bunker, now assistant superintendent of schools in Los Angeles. Mr. Bunker's thorough training, energy, and tact and his striking success as a normal school teacher and as assistant superintendent in Seattle and Los Angeles, where he has taken part in the solution of large educational problems, give every assurance of his success here, and principals, teachers, and the public are asked to co-operate with him in the effort to maintain the highest standards of efficiency and accomplishment in our schools.

THE FINANCIAL SITUATION

The large proportion of school children in Berkeley and its rapid growth would alone make it difficult to provide for general running expenses. The addition of the departments of manual training and domestic science increases the difficulty, and in the high school it seems impossible to add all the proposed new departments without some increase in income. The Board of Town Trustees have recognized the needs of the schools by allotting to the Board of Education the maximum rate allowed by the present charter, 30 cents on the hundred dollars assessed valuation, but this is insufficient to provide for the expansion which the citizens have voted for in the high school. For this reason the public is

earnestly asked to support the provisions of the proposed new charter calling for a minimum school rate of 35 cents on the hundred dollars, as well as the other admirable provisions for the department of education and for other purposes. Experience the world over has shown that those communities are the best governed, the happiest, the most law-abiding and prosperous, where the greatest encouragement is given to education. Our children are our most precious vested interest, and we must not deprive them of any part of the training which will make them efficient citizens.

Respectfully submitted,

E. P. Lewis,
President Board of Education.

Berkeley, June 23, 1908.

Reciprocity.

Men are enlisted for the labor that kills—the labor of war: They are counted, trained, fed, dressed and praised for that. Let them be enlisted also for the labor that feeds: Let them be counted, trained, fed, dressed, praised for that. Teach the plow exercise as carefully as you do the sword exercise, and let the officers of troops of life be held as much gentlemen as the officers of troops of death; and all is done: But neither this, nor any other right thing, can be accomplished—you can't even see your way to it—unless, first of all, both servant and master are resolved that, come what will of it, they will do each other justice. People are perpetually squabbling about what will be the best to do, or easiest to do, or adviseablest to do, or profitablest to do; but they never, so far as I hear them talk, ever ask what it is just to do. And it is the law of heaven that you shall not be able to judge what is wise or easy, unless you are first resolved to judge what is just, and to do it.—*John Ruskin.*

Value of Arbor Day.

The state superintendent of schools of New York declares that the value of New York school property had increased nearly $2,000,000. in the last few years, owing to the improvement from the trees, shrubs and flowers planted by pupils and teachers on successive Arbor Days. The total value of the state's school property is $88,000,000.

OFFICIAL DEPARTMENT

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EDWARD HYATT, Secretary of Board.....
.....Superintendent Public Instruction, Sacramento

Little Talks by the Way.

(Under this head Superintendent Hyatt will try to give some account of what he sees and hears and thinks in traveling about officially among the schools of California. It will be somewhat hasty and ill-digested, being jottings on the road. It will deal with personal experiences, and so may look egotistic. It will be subject to frequent change of opinion, and will seem inconsistent. It is done as a free and easy means of communication between the school people of the State and the central school office. If it provokes retort or comment, that will be printed, too, provided that it be brief and interesting.)

Institutes Again

Nearly all my time during September and October was spent at the County Institutes of the State. October is the favorite month; a few early ones are held in September, quite a number during Thanksgiving week, a dozen or so at Christmas time, and the rest of them late in March or early in April. These varying times are caused by various circumstances. The bad weather and heavy snows of the mountain and northern counties makes a fall institute best. Some counties like an institutes at the beginning of the year. This is hard to accomplish, for the schools do not all begin at the same time; and if the school has not opened the teacher won't attend. Why wouldn't it be a good thing to change the law so that a teacher would be paid for attending institute whether school be in session or not? It would be all the same to the school as the present plan; and would be a good deal better for the Superintendent, making him freer in selecting his date.

The spring institutes are held mostly because the fall term already includes so many holidays, while the long winter and spring term needs a break. The institutes at Christmas time are usually held in conjunction with some one or other of the large Teachers' Associations.

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The First One

The first one was that of Trinity County, held at Weaverville, the county seat, September 1, 2 and 3. We reach Weaverville by a stage ride of 55 miles from Redding, all day long. So far as I was able to observe there is no level ground whatever on the route. It is up one hill, then down and then up again. And rough. And dusty. The vehicle is a regular three-decker, thoroughbrace, six-horse stage. It changes horses every dozen miles or so, carries a shotgun messenger, and is in every way the good old California type.

The town is in the middle of Weaver Basin, a forest-covered valley drained by the branches of Weaver Creek, tributary to Trinity River. It is an old placer region and all the gravels of all the creeks have been turned over by the Argonauts in their search for gold.

The country is a tangled mountain mass, with trails leading in all directions to the inhabited valleys, many of them not to be reached by wheeled vehicles at all. *Over half the teachers of the county* came in on horseback. An extraordinary fact! Wouldn't it seem strange to go down to Oakland or San Jose and find half the teachers coming in astride of saddles?

Of course all these Trinity teachers ride astride. It would be as much as their necks are worth to ride any other way; for they come by fearful and wonderful trails, over mountains, across streams, along dizzy precipices and dangerous cliffs. I saw one group of four ladies who had ridden a hundred miles together to reach the institute—three days of heavy toil. You who have never clung to the heaving, rolling back of a horse all day through thirty or forty miles of rough country have no conception of the physical difficulty of the thing. And then they had three days more before they could get back to their schools.

The County Superintendent is Miss Nellie Jordan, a young teacher who was raised in the county. She arranged a program for three days and two nights of lectures and discussions.

The chief part of the work was done by Mrs. Mary Roberts Coolidge of Berkeley. One afternoon the whole institute went out in carriages to the La Grande hydraulic mine, said to be the largest in the world. The teachers watched for a long time the huge stream of water through the "Giant" under 600 feet pressure as it tore away great banks of gravel and rock and carried them down to the valley below. It gave them new and vivid ideas of the elemental force and grandeur of these great mining operations.

The last evening of the session was devoted to a ball; and Miss Jordan carried out a brilliant idea here. She rustled around the day before and found a partner for each and every one of the teachers; a partner who called in proper style and took the lady to the ball, and took her home again. You may imagine for yourself that this was a very agreeable courtesy to a lot of girls in a strange town; and that the ball was altogether the jolliest institute party I have ever witnessed.

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Moral on the Side

Perhaps not all Superintendents dare tackle so big a contract as Miss Jordan's—the getting of a partner for each of his teachers; but all of them who have institute balls may well take thought to them and make them go with dash and enthusiasm. Their function, presumably, is to help the teachers have a good time, to rest them and cheer them up. But a Superintendent is a bump on a log who will have one institute ball and allow his teachers to sit along the wall, the floor filled all the time with the young waitresses and shop girls of the town, dancing with their steadies. This, like everything else, needs energy and tact and generalship to make it successful. And surely you don't want it if it isn't a success.

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Another Town

I knew another large town that undertook a jolly ball to tender the visiting teachers. The ladies of the town got it up; and they saw to it that their dancing sons and husbands and cousins all attended; but the ladies of the town either did not attend or did not dance. It wasn't possible for a large institute and a large town to use the hall at the same

time. The function was for the visitors; and for that time at least, the visitors got the benefit of it. This was right and proper; and the discerning Superintendent will observe some new duties and possibilities looming up before his view. Thus do we advance. What has been done may be done again.

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One More Thought

This leads me to remark that a Superintendent should know something about what goes on at the hotels where his teachers are quartered during institute. Very much of the pleasure and worth of an institute depends upon them. It is good to have most of the teachers under one roof, as a kind of headquarters. Have you arranged for fires in the parlors? Is there provision made for pleasant lounging places nights and mornings? Is the hotel management sympathetic and kindly, appreciating the visitors and making an extra effort to make them feel welcome? If not, perhaps the Superintendent has not risen to his occasion.

Some years ago I attended an institute in Lassen County. The one hotel was a bare, primitive place, with thin, wooden partitions, enabling everyone to hear everything that went on outside his room. Every morning morning I was awakened at 7:10 by the cheerful voice of the Superintendent, as he went along the hall, knocking at each door and calling out "Girls! Get up! Here's your hot water."

No, I don't know any place in the school law prescribing that it is the duty of the Superintendent to carry hot water to the teachers. But that was a singularly good and effective institute. The teachers and the Superintendent understood each other and their *team work* was fine.

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At the Hotel Table

It's a fine thing for the teachers and the instructors and the visitors to mix up and get acquainted at the table. Man is receptive and genial while he feeds. One is never a stranger after you have broken bread with her. It is a privilege to eat with a wise or a witty man, a joy with a kindly, gracious woman.

But as I walk about at institute times I see things most damnable. I see the six or eight men herded lonesomely to-

gether, always at one table—with the other tables filled with ladies exclusively. I see the head waiter conduct the instructors to a certain corner by themselves and make them stay there always. I see everyone getting certain seats and keeping them during the session.

This is all wrong. It is stiff, formal, snobbish, unnatural and altogether diabolical. True, it isn't altogether the Superintendent's fault, perhaps; yet he could break it up by an interview with the proprietor and a curtain lecture to the offending groups. The bunch of men teachers should scatter out, forget themselves for a while and try to be agreeable to some one else. Nothing could be more depressing than for them to flock by themselves at social gatherings. The instructors and outside people should be passed around to all the tables, so that every one gets a change to know them familiarly. Every one should be free to go withersoever he listeth. Teachers should be mixers. Away with funereal ceremonies at our meals.

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Next Was Mono

I was proud of the Mono institute; for it was the first that the county had ever held. The very first, in all its history.

Bridgeport is the county seat; and we reached it by driving a team a hundred miles, from Carson City, Nevada. It is east of the Sierras, and at an altitude of 6,400 feet. To reach it we passed over a bridge 7,500 feet high. Bodie, a few miles beyond, is the highest town in the State, over 8,000 feet.

The County Superintendent is Miss Cordelia Hayes. She is a graduate of the San Jose Normal School and is a thorough little gentlewoman. To all the country round she is affectionately known as "Cordie," and everyone has every confidence in her. When she wanted decorative material to grace the school room for the institute she could get only some green branches of the wild rose, with the red berries on them—and had to bring them twenty miles or more! The only cultivated trees I saw were poplars. The only blossom I saw was a rose, raised indoors—Mrs. Hayes clipped it and gave it to us as a rare treasure. The wide and grassy meadows about the town were already brown and sere from the early frost. Snow was likely to come at any time; and perhaps it would lie for five or six months when it did come. Sleighs and long strings

of sleigh bells could be seen about the barns. Snow shoes hung under the eaves. And all this was the first of September, and in California; the same California that furnishes the wealth of fruits and flowers at Los Angeles and San Jose!

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Teacher Got Home

They told me a story about Clara Brandon, when she was teaching at Lundy's, about 25 miles from her home at Bridgeport. When her term closed the snow was down; and snow

MISS CORDELIA HAYES OF MONO.

When elected, she was the youngest Superintendent in the State, being barely twenty-one. She is now serving her second term.

in that region may be 10, 15, 20 feet deep. She could only travel on snow shoes, the long skees of the Scandinavians. So out she went on skees; she was anxious to see her mother. Two stout young men went along, dragging her trunk on a little hand sled—and it wasn't a Saratoga, either. They went by way of Bodie, and stopped over night, for snow shoeing is a laborious task. During the night a storm came on and shut them in for two whole weeks! Then Clara got home to see her mother. By the way, Clara is now the wife of the superior judge, and has five children.

The Institute Itself

The Mono institute was held for three days. It was a lively and interesting session, attended by the townspeople as well as the teachers. Judge Murphy of the Superior Court gave an address of welcome. There were two evening lectures. Miss Agnes Howe, the teacher of history at the San Jose Normal School was the instructor. Among the local teachers who took part in the discussions were J. D. Silvia, Mrs. Long, Mrs. Bradshaw, Miss Ryst, Miss Taylor, Miss Minthorn, Miss Anderson. Mrs. Jeffrey acted as pianist throughout the session. Mr. Silvia gave some violin solos, and Mr. Glines some piano selections.

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The Topaz Ranch

Going and coming on this Mono trip we stopped at the Topaz Ranch, a vast enterprise—12,000 acres of level valley, with cattle and horses and implements and buildings without end. A store and a hotel were part of the necessary equipment. The barons and overlords of this vast area are the Rickeys. Los Angeles bought its great land and water enterprise about Owens Lake of the Rickeys. The Rickeys have long been powerful in Carson. And they are kindly, whole souled, hospitable American citizens, besides. Frank Rickey of Topaz is a trustee of the neighboring school, and is vastly interested in it, too, in spite of the larger operations that engross his mind. The school has lately been organized as a Union School District, composed of four smaller districts. It is proposed to transport the more distant children and give the community the benefit of a strong, graded school. The idea is all right and will in time work out splendid results.

I was particularly interested to observe that the Lady of all this Rickey Empire was—a school mistress, to be sure! An Oakland girl who came far from home to teach a school. She wasn't at home when we were there; but her sister was—a beautiful, clever woman who did the honors of the ranch most graciously. She, too, was a teacher who came out to teach—and married the store keeper. And her little boy was there, just learning to ride a horse. This land of the free is a great place to mix up its population. And what could be better for the body politic?

Teacher's Lonesome Journey

The principal of the Bridgeport school was Miss Ryst of Berkeley. She is a U. C. graduate, teaching her second school. To reach it, she was obliged first, to ride on the choo choo cars from her home to Oakland; then to take train north a hundred miles to Sacramento; thence east another hundred, over the Sierras, to Reno, Nevada; thence by a jerkwater road south to Carson; thence by another jerkwater line to Mindon, Nevada; thence by stage nearly forty miles to Mountain House, still in Nevada. By this time it was Saturday night; and she was horrified to find that the stage didn't run on Sunday, and that she'd be compelled to lie over two nights and a day in that remote mountain fastness—and prices for everything out of sight as seen by California eyes. Monday she went on, fifty or sixty miles further, and got there just in time for the institute. For dinner that day she stopped at Toll House. The cook was a harum, scarum reckless young fellow of twenty-four. Her table companions were the stage driver, the men about the stage station, and a few men travelers and cowboys. Apparently she was the only woman within a thousand miles; and young and inexperienced besides. But what of it? She was safer ten times over among these rough outdoor men than she would be amid the sneaking deviltry of Oakland or San Francisco.

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A Jump Southward

Home from this long and wearing trip at last, at 7 o'clock in the morning, after riding all night, I found a summons to San Luis Obispo requiring me to catch the 10:30 train south the same morning—just time to get breakfast and a clean collar.

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San Luis Obispo

Superintendent F. E. Darke had arranged his institute in a three day session with two evening lectures and a closing ball. He had no less than eight vice-presidents, each of whom took charge of a day or an evening session, while the County Superintendent looked on with a paternal smile. Among the outside instructors were Superintendent Adrian of Santa Bar-

bara and Job Wood Jr. of Sacramento. The meeting was held in the auditorium of the fine new high school, a building most creditable to the town.

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Another Trip North

Next came a long journey to Lassen County, in the northeastern corner of the State. Superintendent W. B. Philliber called his meeting at Susanville for October 6-8th; with two evening lectures and a ball. He had an unusual feature—no printed program at all. He argues that people who have a printed program are never able to follow it, are always behind hand with it, so why have it at all? It is simpler, easier and more satisfactory in a small institute to shape things according to circumstances and arrange the program after getting to the hall each half day session. It will probably surprise other Superintendents to know that this plan worked admirably, making a singularly flexible, adaptable scheme, free from fuss and worry and smooth as a summer sea. Superintendent Mark Keppel of Los Angeles County gave a series of talks on geographical, financial and educational topics. The local teachers joined in freely on the various discussions, and a good, practical, cheerful institute was the next result.

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Mountain High School

The people of Lassen County are proud of their handsome high school; and justly so. It is a splendid example of what a small and remote county can do; an example that should be investigated and considered by the officials of the few remaining counties in this State that have no high school advantages for their children, that get no benefit from the State high school tax they help to pay.

This county has built a magnificent $40,000 school, modern and up-to-date in every particular. It even has a commercial department and a manual training room. It is the educational center for the county. The whole thing was paid for by special tax in two successive years, so that there are no bonds hanging over the people; and everything is paid for.

Ho, Ho, Ho

How is this? I find the following item in *School Education* for the current month:

"President Northrup of the Minnesota State University has prohibited smoking by Professors on the University campus."

This is one of the great universities of the United States. The president in his opening address said: "There must be a new spirit this year; you must train yourselves for a standard of good citizenship."

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Legal Opinion

The Attorney General of this State has just rendered an interesting legal opinion in regard to the custody of school funds. He rules that the County Treasurer is the legal custodian of all moneys in any wise pertaining to the public school fund. This affects cities that are operating under charters, and denies the right of city treasurers thereof to have charge of the school funds collected by them, disbursing them upon approval of the city auditor. The opinion was called out by a controversy over the question in the city of Los Angeles.

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A Joint Institute

Superintendent White of Solano County and Superintendent Lena Jackson of Napa County held a joint institute at Vallejo for four days, beginning October 12th. A goodly list of outside people were drawn in; among them C. E. Rugh of Berkeley, Mark Keppel of Los Angeles, Fred T. Moore and S. H. Cohn of Alameda, Francis J. Heney, Allison Ware and David R. Jones of San Francisco, and Miss Agnes Hersey.

The institute was divided into four sections; had a leap year party the first evening; an address by Mr. Heney the second evening; a reception the third evening; and the fourth afternoon was given to a trip to the Mare Island Navy Yard, a most improving opportunity to all genuine teachers.

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Play Ground Ball

Do you all know what is meant by Play Ground Ball? It is an adaptation of the national game for crowded city

conditions. Many a city teacher interested in the sports of the children may very well look it up.

The diamond is only half as big as the ordinary base ball diamond, namely 35 feet on a side. The ball is a big, soft one, 12 or 14 inches in circumference. The bat is not over two inches in diameter. The big ball and the small bat make it impossible to bat the balls very far. The balls are easy and safe to catch and handle. The game is otherwise like regular base ball, and is played with all the dash and enthusiasm of a league game. It is fine for the younger boys, and can be played on a small space. The rules and directions are printed in the Spaulding's Library, "Handbook of Playground Ball," No. 306, April, 1908, price 10 cents.

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School Exhibit at Seattle

Superintendent Robert Furlong of San Rafael is preparing a California School Exhibit for the Alaska-Yukon Exposition at Seattle next summer. He is peculiarly well fitted for this task, having directed the preparation of the highly successful exhibits at St. Louis and at Portland a few years ago, winning high honors for our State.

The Exposition will be open from June 1 until October 15, 1909. Many of the States represented there will have individual exhibition buildings, and among them is California. A space 30 by 110 feet has been reserved in this building for the school exhibits, both public and private schools being included. Mr. Furlong will be calling upon some of us for assistance and co-operation in making this part of the Exposition worthy of our State; and when he does, let us give him all the aid and comfort that we can.

Some of you will, I hope, go into public life. Here may be found one of the best ways of rendering service; but as a means of gaining a livelihood it is a delusion and a snare for souls. Be perfectly clear, make no mistake about it; you cannot use the opportunities of a public office to advance your private interests and repay personal favors, any more than to get bribes and to filch from public funds. Both are graft. Graft is the mixing up of private and public. The holding of public office, if it is to be a blessing and not a curse, must be treated as an opportunity to help and serve and give—not get. No one has lived the fullness of his life, who has not enriched it with loss and sacrifice. This is a matter of plain, everyday observation and experience.—Pres. Benjamin Ide Wheeler in address to students of U. C.

State Board of Health.

The State Board of Health is the highest official authority upon the promotion of health and the eradication of disease in California. Its Secretary is Dr. N. K. Foster with offices in the state capitol. With the object of giving to the teachers of the state the best ideas and the latest investigations of this Board, Dr. Foster will prepare something of public interest under this heading each month.

Country Sanitation.

In most of the cities of the State there is at present a growing spirit of sanitation which will, if kept up, greatly decrease the preventable diseases and materially lessen the death rate. The immediate cause of this sanitary development is the danger of Plague, but the effects will be more far reaching and while preventing plague will likewise prevent other diseases. Life will be saved, suffering lessened, and in the long run money saved. Why should this sanitary movement be confined to cities? Why not extend it throughout the country and make the country schools, the little villages and the farms clean and sanitary? They all need it as much and more than the cities.

There is hardly a village or farm but what has its full quota of rats and mice and once let the plague get started in the country it will claim many victims before it stops. Besides, it is in the country that the other infectious diseases have the strongest hold, and infectious diseases depend on their existence in no small degree upon unsanitary conditions. In Oakland, since the general cleaning and rat killing campaign, deaths have fallen off over 15 per cent, not taking into consideration the large increase in population. Sickness has fallen off in a far greater proportion, estimated by the physicians as high as 40 per cent. This is the result of cleanliness.

In the small towns and country, sickness would be lessened by the same means that are being used in the cities,—a general clean up. To accomplish this some one has to lead, some one must go ahead and organize and show the people the need of its being done and the comparative ease with which results can be attained, and who can do this as well as the schools? Let the teachers inform themselves what should be done, and instill into the minds of the children the necessity of good sanitation and the results that will surely follow. They will

carry the word home, for young minds grasp quickly at new ideas and oftentimes have wonderful persistency in carrying them out.

Teach the children the simple plain laws of health, the absolute necessity of pure air, simple food, sufficient rest and *clean surroundings.* Follow up the classroom teaching with practical work. Begin with the school house and yard and see how much you will find that is in violation to all sanitary laws, and remedy it. Extend the work to the immediate neighborhood of the school and make every pupil an inspector and receive reports from them. Get the doctors to talk sanitation, and the ministers to preach it, and the school authorities to set aside a day when schools will be dismissed and teacher and pupils will join with householder, shopkeeper and farmer to put all vermin to flight and make clean the unsanitary places.

To be effective, sanitary work must be steady. Spasmodic action does some good, but constant vigilance is the price of good health as well as liberty. Yet it seems hard to make people believe it, and we must depend upon a broader sanitary education to arouse them to the need. This can best be secured through the schools, for the children of today will be the men and women of tomorrow. If they go forth with the proper appreciation of the relation of personal health to pure air, pure food and pure surroundings we will have less sickness, longer lives and purer morals.

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Draw What You See.

D. R. AUGSBURG.

The chief function of drawing is to *represent, not imitate,* to translate, not copy, to interpret nature, and express your individual thought about her, rather than become a human camera, receiving whatever is before the eyes.

There is no greater fallacy in drawing than to tell a pupil to *"Draw What You See."* The person who gives such advice cannot follow it himself, nor can any one else, except to a limited degree, and then within only a narrow range of subjects. All of what we see is not valuable or even desirable.

Place a spray of leaves, a tree, a human head, or even a plain box before a class of pupils and ask them to draw what they see, and you will be convinced that there is something lacking in your instruction. You will be even more con-

vinced that there is an art back of the "draw-what-you-see" that calls loudly for recognition. That this art is mechanical and shouts with a loud voice, "Show me how," "Teach me the lines," "Give me the principle," "Let me see you do it." This art should preceed or go hand in hand with the draw-what-you-see instruction.

We cannot represent all the eye sees in an object, nor is it desirable that we should. Nature is so superior that at our best we can only ***select, suggest, and interpret.***

Place a bird's nest before you. You cannot imitate it exactly as it appears to the eye, but you can show its form, suggest how and of what it is made, tell how many eggs it contains, represent its general color. You can represent any one or all of the above, but you cannot nor is it desirable to show each straw in its exact place, or to represent every little detail just as it appears.

That which is valuable in your drawing is your thought.

Life Diplomas Granted by the State Board of Education, September 14, 1908.

GRAMMER GRADES

Abbey, Eunice A., San Diego; Adams, Edna Ross, Santa Barbara; Adams, Maurice Luther, Santa Barbara; Alley, Elsie, Lake; Allison, Jessie M., San Bernardino; Aulman, Della, Tulare; Badeger, Amy, Alameda; Baker, Mary Emma, Kern; Ball, Kate Flora, Los Angeles; Bayles, Carletta Belle, Tehama; Beem, Eloise, Ventura; Bell, Maude C., San Joaquin; Biggs, Lillian J., Santa Clara; Blodget, Mrs. Viola Garard, Kern; Blum, Edith, Los Angeles; Bradford, Eleanor, Kern; Brooke, Edith M., Los Angeles; Burgess, Marie Louise, Alameda; Burnett, May, Los Angeles; Callaghan, Annie E., Los Angeles; Callaghan, Millie, Los Angeles; Carroll, Helen G., Santa Clara; Carroll, Mary Joanna, Santa Clara; Cassidy, Virginia, San Francisco; Castle, Rita Alice, Lassen; Clarke, Lucy Helen, Santa Barbara; Clark, Mamie Rhoda, San Diego; Clark, Minnie C., Merced; Chamberlain, Crittie A., Sonoma; Chase, Mrs. Della H., San Diego; Condy, Grace E., San Joaquin; Conley, Robert H., Lassen; Corpstein, Susie A., Santa Clara; Cross, Mabel E., Tulare; Cunha, May Evelyn, Alameda; Curry, Rosa Josephine, Tehama; Davenport, Grace Weston, San Diego; Davies, W. O., Tuolumne; Davis, M. S.,

Orange; Davis, Thos. D., Amador; de Pencier, Mabel J., Riverside; Dnnlap, Mabel, Alameda; Elden, E. E., Kern; Ellis, Dora G., Madera; Elwood, Laura, Kern; Etter, Mona Aulman, Tulare; Evarts, Ruby T., Santa Barbara; Fish, Hester, Santa Barbara; Fish, Olive E., Shasta; Flores, Louise, Alameda; Floyd, Louise, Sonoma; Flynn, Mary C., Los Angeles; Freeman, Mae E., Santa Clara; Frey, Estella F., Alameda; Garwood, Nina L., Santa Clara; Glashoff, Clara C., Solano; Glenn, L. Elston, Los Angeles; Golden, Charlotte, Fresno; Goodrich, Washington S., Monterey; Graf, Louise, Los Angeles; Grubb, Georgiana, Alameda; Haas, Lottie M., San Joaquin; Haken, Mary E., Santa Cruz; Hall, Estelle Vernon, Sonoma; Healey, Anna B., Tehama; Heath, Margaret W., Los Angeles; Heisser, Della B., Fresno; Higgins, Lena, Los Angeles; Hogan, Anna A., Merced; Hood, Frances Eva, Humboldt; Hornbuckle, Seykora, San Diego; Horstman, Augusta E., San Luis Obispo; Houghton, Emelie R., Tulare; Jennings, Emma B., Santa Barbara; Johnson, Hattie S., Sonoma; Kennedy, Annie, Sonoma; Klein, Victorine, Santa Clara; Knight, Cora Anna, Sierra; Kruse, Fred H., Solano; Kuhls, Elsa F., Alameda; Leach, Helen M., Alameda; Leake, Norman A., Los Angeles; Liddle, Mrs. Fannie, Monterey; Louden, Florence Mabel, Solano; Lovejoy, Ora A., Los Angeles; MacDonald, Flora, Tulare; McCauley, Mary A., San Francisco; McGarraugh, L. Althee, Santa Cruz; McKellow, Mary Ellen, Kern; Mayne, Minnie Pascoe, San Mateo; Mead, Ida B., Los Angeles; Murdock, Edna, Sonoma; Murphy, Margaret T., Solano; Nash, Thea Marie, Kern; Nay, Isabel A., Amador; Newsom, Jessie Livingstone, Alameda; Oden, Helen R., Los Angeles; Olin, Mae C., Alameda; Ordway, Ruby A., Santa Cruz; Ortley, Harriet R., Santa Clara; Osborn, J. M., Tehama; Peirce, Edith A., San Diego; Powlison, Maude Whitfield, Riverside; Price, Miss Ethel, Alameda; Randall, Nellie, Los Angeles; Ray, Mrs. Sedalia M., Mendocino; Reid, Laura M., Riverside; Richardson, Emma F., Los Angeles; Rivard, Olivena M., Santa Clara; Rodener, Nelle L., Merced; Roth, Ruby, Tulare; Rounds, Ida May, Solano; Sallee, Bessie Sacry, Lake; Shrimplin, Rose A., Los Angeles; Shunk, May Ella, Los Angeles; Shutter, Agnes Genevieve, Tuolumne; Slover, Martha Elizabeth, Del Norte; Small, Carrie Heil, Orange; Smith, Estella M., Santa Barbara; Smith, Josephine M., Humboldt; Smith, Ruth L., Los Angeles; Snediker, Sadie V. Overing, San Diego; Somer-

ville, Blanche A., Sierra; Stirnaman, Happie Lou, Amador; Stuart, M. Grace, Los Angeles; Talcott, Muriel B., Glenn; Thornton, Gratia, Santa Barbara; Twitchell, May E., Santa Barbara; Twomey, Serena M., San Bernardino; Ulsteen, Sophie, Solano; Van Benschoten, Mattie B., Kern; Warren, Margaret J., San Diego; Webster, Mary H., Los Angeles; Welch, Emma D., Humboldt; Wetzel, Clara, Los Angeles; Whims, Minnie V., Los Angeles; Willett, Mrs. O. Mae, San Luis Obispo; Williams, Esther, Mendocino; Williams, John R., San Joaquin; Wilson, Josie, Tuolumne; Wright, W. S., San Diego; Yarnell, Mary A., Los Angeles; Clayton, Willis M., Orange; Green, Vida E., Stanislaus; Kiernan, Irene E., Stanislaus; Pfarr, George H., Stanislaus.

* * *

Diplomas Granted by the State Board of Education, September 14, 1908.

HIGH SCHOOL

Allen, Gertrude E., Alameda; Barker, Lambert M., Orange; Body, Ida, Sonoma; Christy, Madeline V., Alameda; Covell, Charles Herbert, San Bernardino; Deyo, Jennie Mabel, Los Angeles; Dowling, Margaret Caroline, San Francisco; Gould, Arthur L. T., San Diego; Jeffreys, Katharine M., Los Angeles; Knowles, Antoinette, Santa Clara; Lane, Edith M., Los Angeles; Mackay, Minnie Laurie, Santa Clara; MacQuiddy, Thomas Smith, Santa Cruz; Meyer, Catherine Bertha, Sonoma; Moody, Grace Emily, Santa Cruz; Morrissey, Katharine V., Los Angeles; Nelson, Minna H., Los Angeles; Owen, Edna Tulloch, Los Angeles; Phelps, Mary M., Santa Clara; Ross, Mary, Los Angeles; Walker, J. Franklin, Orange; Westcott, Clyde Merrill, San Bernardino.

SPECIAL

Doyle, Michael J. (Manual Training), San Francisco; Evans, Paul L. (Commercial Subjects), San Bernardino; Madson, Theo. (Shorthand), Santa Clara; Ramer, Wilhelmina C. (Drawing), Santa Clara; Sheldon, Harriet C. (Commercial Subjects), San Diego.

Documents Granted by the State Board of Education, September 14, 1908.

KINDERGARTEN—PRIMARY DIPLOMAS

Layne, Mary, Los Angeles; Marcellus, Corinne, Los Angeles.

UNIVERSITY DOCUMENTS

Dowling, Margaret Caroline, San Francisco; Farno, Alice J., Alameda; Mishler, Anna, Santa Barbara; Monce, Mary Abigail, Fresno; Sellander, Amelia, Alameda; Farwell, Nina M., Alameda.

NORMAL DOCUMENTS

Ball, Kate Flora, Los Angeles; Biggs, Lillian J., Santa Clara; Bigham, Chas. E., Tulare; Borthick, Fred, Los Angeles; Botts, Ethel, Mendocino; Chandler, Flora M., Los Angeles; Clay, Bonnie P., Los Angeles; Clewett, Ruth Martin, Los Angeles; Dewhirst, Mrs. Lytle Terrill, Tulare; Dickey, Lena, Los Angeles; Donahue, Bessie R., Santa Clara; Donlan, Clara Elsie, Santa Clara; Frey, Estella F., Alameda; Grubb, Emma May, Los Angeles; Hurley, Mary Vibiana, Los Angeles; James, Florence K., Sonoma; Kellen, Abbie Eugenia, Mendocino; Lyons, Mabelle, Mendocino; Macaulay, Hazel Irene, Santa Clara; Marchant, Maud, Amador; Miller, Therese, Los Angeles; Munger, Bessie A., Tulare; Renick, Nellie Thompson, Mendocino; Sawtell, Ray, Lake; Schultz, Lotta M., Butte; Trefethen, Mettie E., Los Angeles; Troxel, Jennie Isabel, Stanislaus.

NEW ISSUE

Childs, C. W. (High School Grade), Vacaville, Solano Co.

The Passing of War.

By Henry Wadsworth Longfellow.

Down the dark future, through long generations,
  The echoing sounds grow fainter and then cease;
And like a bell, with solemn, sweet vibrations,
  I hear once more the voice of Christ say, "Peace."

Peace, and no longer from its brazen portals
  The blast of War's great organ shakes the skies!
But beautiful as songs of the immortals,
  The holy melodies of love arise.

A Critical Review of Some Notable Books of 1908.

BY C. C. VAN LIEW.

THE EDUCATIONAL PROCESS, *by* ARTHUR CAREY FLESHMAN, A. M., *Professor of Pedagogy and Training, State Normal School, Slippery Rock, Pa. Lippincott's Educational Series, J. B. Lippincott Co., Philadelphia.*

Mr. Fleshman has produced a useful and clearly written book on general educational theory and method, but to be perfectly frank it is difficult to commend the book from any but the author's own peculiar philosophical bias. On general grounds of serviceability it is difficult to see what the practical place of such a work is. It is useful to one who is conversant with that type (the highly dialectic) of philosphy and who likes it. But we have had too much evidence in the past twenty years that books of this character do not take hold of teachers. As if quite unconscious of the fact that time honored educational philosophers of his own school, W. T. Harris, for example, have written most gracefully and practically for teachers, and without intruding any of their dialectic philosophical forms on their readers, this author has gone out of his way to display them. Outside of the bibliography and index the table of contents is a most amusing array of the three-fold logical process. It does not miss it once. That this is all with malice aforethought is borne out by the statement in the authors preface that the "trichotomy running through this text is largely a necessary form of thought, but it is at the same time a convenient mode of discussion." In the same way the *ex cathedra* air of formal philosophy intrudes itself throughout upon thought and expression. The book will be of interest and some use to one who has been schooled to the type.

SOCIAL EDUCATION, *by* COLIN SCOTT, Ph. D. *Ginn & Co., 1908.*

This is a field of educational thought in which the author has been interested for some time and to which he has given a good deal of practical attention. He calls our attention to the fact that a good many systems of education and of educational thought have had their origin chiefly in the problem of individual growth. The ideas of Herbart, Mill, Rousseau, Montaigne and Herbert Spencer are excellent illustrations. The aim of this particular work is to view theoretical education

and pedagogy in the light of the social relationships of the school and the scholar. The opening chapters are a very careful analysis, and at the same time, a very sane analysis, of these relationships; and the application throughout the book to the problems of school life is eminently suggestive and profitable. This book is destined, in these regards, to be of great service to the superintendent or principal who has at heart the problem of the practical life, the atmosphere, the organization and the environment of the school. The work is a great contribution toward making the unconscious tuitions of school life count for more in the practical training of youth.

PRINCIPLES OF PHYSIOLOGY AND HYGIENE, *by* George Wells Fitz, M. D. *Henry Holt & Co., 1908.*

This is a high school text book, intended to furnish the student a view of the human body as a machine automatically adjusted to its work and surroundings, with clearness, accuracy and simplicity. As an authority, Dr. Fitz cannot be questioned. What he writes can be relied upon. The aim of the work, as just stated, is well wrought out. To begin with, the book is not too voluminous. Just enough of scientific data are presented to give fit foundation for the understanding of practical hygienic measures, and fully one-half of the work is devoted to the most practical kind of measures for right physiological living. Throughout the author has been able to be clear and simple and at the same time accurate.

COURSE IN ISAAC PITMAN SHORTHAND, *an Exposition of the Author's System of Phonography, designed for use in Business Colleges, High Schools, and for self-instruction.* Isaac Pitman & Sons, *The Phonographic Depot, 31 Union Square, N. Y., 1908.*

Friends of the Pitman system of shorthand will be glad to know that a new edition of this work has appeared this year. A system of shorthand that has maintained its popularity so long as that of Isaac Pitman hardly needs further mention or exposition. The book is remarkably complete in its presentation of an art of shorthand and the one who masters it unquestionably has a thoroughly serviceable facility at his command.

SCHOOL REPORTS AND SCHOOL EFFICIENCY, *by* DAVID S. SNEDDEN, *Ph. D., and* WILLIAM H. ALLEN, Ph. D., *for the New York Committee on the Physical Welfare of Children. The Macmillan Co., 1908.*

This book covers a field to which the authors have given very special attention. The work opens with a discussion; first, of the purposes of educational statistics, and second, the beginnings of school reports in American cities, both by Professor Snedden. Chapter III, by Dr. Allen, discusses the efforts of the National Education Association to improve school reports, and to secure uniformity. The balance of the work is devoted exclusively to practical phases of the question and includes examples of tables and other forms of presenting school facts, important questions not answered by existing reports, and suggested economies and improvements in school reports. The work, unquestionably, fills a vital need in school literature. The character of the educational work of the authors is sufficient guarantee of the authorativeness and practical serviceability of the book.

PRINCIPLES OF SECONDARY EDUCATION, *by* CHARLES DEGARMO, Ph. D., *Cornell University, Vol. II, Processes of Instruction. The Macmillan Co., 1908.*

Volume I of this work treated of the studies of secondary education and was issued some months ago. A third volume is going to give us the processes of training. All three are treating the ordinary principles of education, worked over in terms of secondary education. The field is one to which the author has given special devotion. The present volume goes into the question of method rather more thoroughly and with more methodological distinctions than the ordinary teachers cares to carry in mind, it is true; but this book, like the others of the series, will unquestionably repay, by a careful reading and study, the earnest student of subject matter in secondary education. One excellent characteristic of the work is its abundant illustration of all psychological and pedagogical principles which enter into the organization of the work.

THE MECHANISM OF SPEECH AND VOWEL THEORIES. *Lectures by* ALEX. GRAHAM BELL. *Funk and Wagnall's Co., 1908.*

There can be no question that this book is authority on speech as a mechanism. While its value is greatest to the

teachers of speech to the deaf, it is invaluable to anyone concerned in this subject, and as authority it is the very best we have.

THE CYCLOPEDIA OF PRACTICAL QUOTATIONS, *in English, Latin and Modern Foreign Languages, by* J. K. HOYT. *New edition, 1908. Funk & Wagnall's Co.*

This is a new cyclopedia of quotations of great serviceability to school libraries. It contains names, dates and nationality of quoted authors, with copious indexes, and is so arranged as to make it easily possible to find quotations on given themes.

THE PROBLEM OF AGE, GROWTH, AND DEATH, *a Study of Cytomorphosis, by* CHARLES S. MINOT, *LL. D., and D. Sc. G. P. Putnam Sons, 1908.*

This is a rather more technical treatise of a special problem in physiology than the average teacher will be interested in. The work is, however, a careful and interesting study of the problem by a recognized authority. Its conclusions may be summed up as follows; "First, rejuvenation depends upon the increase of the nuclei. Second, senescence depends on the increase of the protoplasm and on the differentiation of the cells. Third, the rate of growth depends upon the degree of senescense. Fourth, senescence is at its maximum in the very young stages, and the rate of senescence diminishes with age. As a natural corollary to these, we have this—natural death is the consequence of cellular differentiation."

LITERATURE IN THE COMMON SCHOOLS, *by* JOHN HARRINGTON COX, A. M., *West Virginia University. Little, Brown & Co., 1908.*

This book is far better on the side of its practical suggestions than its theoretical discussions. The chapters on presentation in the primary grades, the course of study and the lists and bibliography are all good and will prove very helpful to the teacher of literature in the elementary schools. The book is simply and directly written, but the effort to develop the unique definition of literature is not a success. Why emotion, imagination and thought should be called distinguishing marks of literature any more than of sculpture and painting, for example, does not appear.

TEACHING A DISTRICT SCHOOL, *by* JOHN WIRT DISNMORE, A. M., *Berea College, American Book Company, 1908.*

There can be no question of the timeliness of this book. For no class of schools has so little been written of a specific nature as for the district school. From start to finish the book keeps the reader in touch with vital and practical issues in an interesting way. Theoretical discussion is reduced to a minimum. The author has understood how to make good pedagogy concrete. Particularly direct and forceful is the discussion of the relation that should exist between the teacher, her pupils, their parents, and the higher school authorities. There is nothing new or striking in the subject matter of the book. It is simply the common stock in trade of teaching theory, worked over in terms of the district school, and as such will be of great service, especially to the young and inexperienced teacher.

TEACHERS' OUTLINES FOR STUDIES IN ENGLISH, *based on the requirements for admission to college, by* GILBERT SYKES BLAKELEY, A. M., *American Book Co., 1908.*

A book of very excellent suggestions on the teaching of literature in its various forms. But little discussion is devoted to the general aspect of the subject. Principles and methods in the instruction in high school literature are worked out in outlines for the study of from three to five masterpieces each, of the novel, narrative poetry, lyric poetry, drama and essay. Hence the work is eminently suggestive as a guide.

EDUCATIONAL ISSUES IN THE KINDERGARTEN. *International Education Series, by* SUSAN E. BLOW. *D. Appleton & Co., 1908.*

This is another of those excellent books written by a venerable defender of the orthodox kindergarten. It is a masterpiece, judged from the point of view from which its author writes and it will doubtless be eminently useful to the kindergartener who is still under the sole sway of Froebel's philosophy. Still one cannot help thinking that just as practical results could be had by a much simpler and more direct method of approach.

THE MANAGEMENT OF CITY SCHOOLS, *by* ARTHUR C. PERRY, JR., Ph. D., *Macmillan Co., 1908.*

The author of this work is, himself, principal of school number 85, Brooklyn, New York. His work is probably the first of its kind to treat of this particular phase of school management. Since it must necessarily handle a good deal of material found in school management, its right to be and its success depend upon the degree to which the author has been able to make his special point of view dominate his ideas. In the main, the work of the principal of the city school, is the central issue in the discussion. The principal in his relations to the State, public, school authorities, his teachers and to the physical, scholastic and moral welfare of his pupils offers opportunity for the discussion of the most practical issues. The problem of the book has been worked out most effectively and clearly and bears the stamp of the author's own experience.

HOW WE TRAVEL, *by* JAMES FRANKLIN CHAMBERLAIN, Ed. B., S. B., *State Normal School, Los Angeles, Cal. Home and World Series, The Macmillan Co., 1908.*

This is another one of those excellent geographical readers which the author has been putting out, greatly to the benefit of geographical instruction. It is the fourth, following *"How We Are Fed," "How We Are Clothed,"* and *"How We Are Sheltered."* The entire series is one of the best modern contributions we have toward rendering elementary instruction in geography at once more interesting and technical,—hence more practical. The author's style is clear and simple and his material remarkably well selected. The mechanical work upon the volumes is highly satisfactory.

LINGUISTIC DEVELOPMENT AND EDUCATION, *by* M. V. O'SHEA, *University of Wisconsin. The MacMillan Co., 1908.*

This is the best compilation of investigations and results extant. The author has evidently mastered the field of genetic psychology in its bearings on the language development of the child. He is a master in the clear presentation of his data, and in this respect often improves upon the original investigator. To be sure the compilation of psychologic and other data is often pushed beyond the point of any practical significance in linguistic instruction. But then, one knows that the author has not merely scotched his field. In the line

of practical suggestions the author is conservative and very suggestive. The book will prove as serviceable to the teacher of language, mother tongue or foreign language, as is Huey's Psychology and Pedagogy of Reading to the teacher of reading. It is, furthermore, a worthy start in the direction of that end which has never yet been fitly worked out,—the arrangement of the language work in the curriculum so that it shall be truly and naturally development.

THE MASTERY OF SHORTHAND, *by* DAVID WOLFE BROWN, *Official Reporter U. S. House of Representatives. The Phonographic Institute, Cincinnati.*

This handy little volume from the pen of an experienced reporter should be read by every one who contemplates learning shorthand or who feels that he has partially mastered it, and it could be read with profit by those who teach it. It is full of specific and helpful directions for acquiring a thorough knowledge of shorthand and skill in execution after mastery of principles.

THE PSYCHOLOGY AND PEDAGOGY OF READING, *with a review of the History of reading and writing, and of the Methods, texts and hygiene in reading. By* EDMUND BURKE HUEY, *A. M., Ph. D. The Macmillan Co., 1908.*

By far the most complete and comprehensive work of its kind that has ever appeared. Chapter I discusses the mysteries and problems of reading, and here the author has succeeded in a fairly complete array of the issues. The eight chapters of part I, and the four chapters of part II, on the psychology and history of reading and reading methods, respectively, will not interest the ordinary teacher of reading. They are based on technical and, for the most part very special data and investigations; are thorough and authoritative, hence entirely serviceable to the instructor in reading methods in College or Normal Schools. The practical parts that will prove of very great value, indeed, to the rank and file of teachers, are the eight chapters contained in parts III and IV, on the Pedagogy and Hygiene of Reading. The ground has been covered thoroughly and well. The best that has been attempted, or is now customary in practise, has been brought together and treated critically. Some problems are suggested that teachers have not yet worked out generally. For example the problem of silent reading. We do not believe that the author has quite

fairly presented the merits of the phonetic blend, however, as he seems to carry the idea that a reading mechanism can be established by some other than formal means in the average child. A good bibliography accompanies the text. The author's style is favorable to the general use which this book certainly deserves. It belongs in every teacher's kit.

THE STUDY OF NATURE, *by* SAMUEL CHRISTIAN SMUCKER, A. M., Ph. D., *with illustrations by* KATHERINE ELIZABETH SMUCKER. *Lippincott Educational Series. J. B. Lippincott Co., 1908.*

A good hand and reference book for the teacher of nature study, but not a book that can be said to be sufficiently comprehensive in the grasp of its field to furnish either general principles for guide in preparing a nature study course or specific directions as to that course; yet it is full of incidental suggestions of value on the observation and study of nature and on the teaching of it. The difficulty that this book presents, in the mind of the reviewer, is just that which school subjects have too commonly experienced, viz., it treats of nature study too much as a subject by itself. This is unfortunate at a time when we are beginning to recognize that the most significant point of view in nature study, one which does not in the least mar the informational or aesthetic values of a knowledge of nature, is the industrial point of view. The illustrations are excellent.

STATE CONTROL OF COURSES OF STUDY, *with appendices on religious instruction and the grading of school systems, by* FRED J. BROWN. *Silver Burdett and Co., 1908.*

Here is a little book that will prove very useful to all who have to do more or less directly with the shaping of the public school system, be they supervisors, boards, or legislators to whom is likely to be entrusted that always delicate task of improving the schools through wise legislation. Its aim is not to deal with educational history or educational theory, but to "present the conditions of state control of courses of study as they exist at the present day." The task is difficult because there is so great diversity among countries in the matter of this particular control. The facts are brought together, however, in very brief and usable reference form, and with some slight discussion of the merits of the various practices from the author's own point of view.

Western School News.

Meetings.

The California Teachers' Association will meet at San Jose December, 1908. Fred T. Moore, Alameda, President.

Northern California Teachers' Association, Marysville; F. E. Freeman, Yuba City, Cal., Pres.

Southern California Teachers' Association will meet December, 1908, at Los Angeles. Duncan Mackinnon, San Diego, President.

National Educational Association, Denver, Col.; Dr. W. G. Harvey, President; Irwin Shephard, Secretary, Winona, Minn.

NOTES

Prof. Monteith, formerly of the Santa Barbara High School, is reported as seriously ill in the Cottage Hospital, Santa Barbara.

Los Angeles City has 4,160 pupils in its three high schools, and 36,151 pupils enrolled in the public schools.

Hon. Samuel T. Black was given a public reception by the students of San Diego State Normal School on his return from Europe.

Mark Keppel, the Superintendent of Los Angeles County, has de- [illegible] and has filled many engage- [illegible] rings; the bathing and boat-riding and the world-famous [illegible] [illegible]ne Washburn Brothers with their gracious hospitality have made as [illegible]early ideal as it is possible for a resort to be. Beautiful Wawona, [illegible]esting in the heart of the Sierras, amidst forests of pines—sugar-pine, [illegible]ellow-pine, fir, cedar and spruce.

The drive through these magnificent forests cannot be surpassed anywhere—for miles and miles as far as eye can reach stretch these [illegible]

Allison Ware of the San Francisco State Normal School was one of the lecturers at the Santa Barbara Institute.

The Northern California teachers held a very successful session at Marysville October 21, 22, and 23.

Red Bluff was selected as the next place of meeting.

Officers were elected as follows: William McKay, of Chico, president; George W. Moore, Colusa, vice-president; Miss Lulu White, of Redding, recording secretary; Deliah Fish, Red Bluff, corresponding secretary; J. D. Sweeney, Red Bluff, treasurer.

On December 3rd to 5th, an examination of applicants for the Special High School Credential will be held at Chico, Berkeley and Los Angeles. All those who wish to take the examination must register with the Superintendent of Public Instruction at Sacramento not later than November 30th, stating in which place they wish to be examined. For information as to the conditions of the examination, application should be made to Dr. C. C. Van Liew, State Normal School, Chico; Dr. Alexis F. Lange, State University, Berkeley; or Dr. J. F. Millspaugh, State Normal School, Los Angeles.

Miss Flora E. Baldwin, teacher of reading and physical culture, made a decided hit at the Humboldt County Institute at Eureka. The citizens became so deeply interested in her work that they secured over $1000 as a fund to have her accept a place as a special teacher in the Eureka schools. Miss Baldwin has fine credentials, and is a fine addition to the educational force of the State of California.

Every teacher should have "Pose Drawings for Children," by Bess Cleveland. Ten plates, only 50 cents for the set. Address Milton Bradley Co., San Francisco.

The Milton Bradley Co., San Francisco, has a large and complete stock of all kinds of aids and help for teachers from kindergarten supplies to high schools. Address Milton Bradley Co., San Francisco.

Dr. Preston Search who was selected to conduct the Del Norte Co. Institute was not able to attend, and so cabled from Switzerland.

The California School Masters' Club held an interesting meeting at 417 Bush street, October 13. The principal address was made by the Chinese editor of the leading Chinatown daily paper. It was eloquent, new and interesting. Richard D. Faulkner presided with his usual dignity. A large number of new members were admitted.

The new College of Arts and Crafts is open at Montara. Boys and young men will be given a practical education for $30 per month. This includes room, board, tuition, washing, etc. For particulars address Dr. J. Bernhard.

as a subject by itself. This is unfortunate at a time when we are beginning to recognize that the most significant point of view in nature study, one which does not in the least mar the informational or aesthetic values of a knowledge of nature, is the industrial point of view. The illustrations are excellent.

LASSEN COUNTY INSTITUTE.

The Lassen County Institute met at Susanville, October 6, 7, 8, 1908. Its sessions were held in the splendid County High School Building. All the teachers of the county were in attendance except two who were kept away by illness.

Superintendent J. G. O'Neill of Nevada County, State Superintendent Edward Hyatt, Mrs. Edward Hyatt, and Superintendent Mark Keppel of Los Angeles County were the instructors.

Superintendent O'Neill talked on practical school topics, his discussion of mensuration being especially well liked. Mrs. Hyatt made three helpful talks to the institute and conferred with and advised many of the teachers in regard to problems of management and instruction.

Superintendent Edward Hyatt was heard to the delight and profit of the institute on School Architecture, Lassen County Rocks, a trip to the N. E. A., and a visit to Luther Burbank.

Superintendent Mark Keppel discussed California's Vital Educational Needs, The Teaching of Geography, Education's Economic

Values, Educationally, Where are We? and Man and the Earth.

The interest of the teachers was good and continued to the end of the session. The citizens of Susanville attended the day and evening sessions in large numbers. On the evening of the first day's session the O. E. S. gave a reception and entertainment for the teachers.

Superintendent W. B. Philliber presided with dignity and was the recipient of hearty praise from the teachers for the general excellence of the institute.

A unique feature of the institute was that there was no printed programs.

WAWONA.

If you have not been to Wawona and the Mariposa Grove of Big Trees go there your next vacation. Some people go into the Yosemite Valley and actually return without seeing these magnificent forests; others rush over the Wawona and think they can see all that there is to be seen in a one-night trip; when there, however, they realize their mistake and regret that they didn't arrange for a longer stay; but the majority do stay and enjoy the invigorating and tonic-giving atmosphere; the many delightful walks and drives; the mineral springs; the bathing and boat-riding and the world-famous hotel, which the Washburn Brothers with their gracious hospitality have made as nearly ideal as it is possible for a resort to be. Beautiful Wawona, resting in the heart of the Sierras, amidst forests of pines—sugar-pine, yellow-pine, fir, cedar and spruce.

The drive through these magnificent forests cannot be surpassed anywhere—for miles and miles as far as eye can reach stretch these mountains of forests; the roads bordered with scented California lilac and wild rose; the azaleas, with their bright green leaves and fragrant white yellow flowers, growing riotously along the banks of the streams, make a picture long to be remembered. Great clumps of Woodwardia ferns, and tall, delicate, white-waxen like lilies greet you at every turn, while the columbine, larkspur, lupine, castillea, daisy and primprose grow in wonderful profusion.

Chilnualna Falls, one of the most beautiful in the Sierras, is about an hour's walk from the hotel.

Signal Peak, 8,000 feet high, is reached by stage or trail. The view from this point is unsurpassed; the lofty peaks of the Sierras, stretch to the north, the south and back of you; while on the west—contented and restful looking—lies the Great Valley of California.

Wawona is situated on the South Fork of the Merced River. Stella Lake is close by and many a pleasant hour can be spent, studying its wonderful reflections or taking a ride on its clear, crystal-like waters. A new bath-house has recently been erected here.

The trip to the Big Trees is made by stage or horseback. For a considerable distance you pass through the luxuriant growth of the

enormous sugar pines, which somewhat resemble the Sequoia gigantea. One is filled with astonishment and wonder at the majestic and stately Grizzly Giant, which must be 6,000 years old and is probably not only the oldest living tree, but the oldest living thing on earth.

Driveways have been cut through Wawona Tree, twenty-eight feet in diameter; and the California Tree, twenty-one feet in diameter. A ride through these trees will be much enjoyed.

BOOK REVIEW.

The series of Canterbury Classics aims to bear its share in acquainting school children with literature suited to their years. The culture of the imagination is no less important than the culture of memory and the reasoning power. That childhood is poor which has not for friends many of the goodly company represented by Hector, Achilles, Roland, Sigurd, My Cid, Don Quixote, Lancelot, Robin Hood, Percy, the Douglas, Gulliver, Puck, Rip Van Winkle, and Alice in Wonderland. College class-rooms, where Dante and Spenser, Goethe and Coleridge are taught, speedily feel the difference between minds nourished, from babyhood up, on myths of Olympus and myths of Asgard, Hans Christian Andersen, old ballads, the "Pilgrim's Progress," the "Arabian Nights," the "Alhambra," and minds which are still strangers to fairyland and hero-land and all the dreamlands of the world's inheritance. Parents and librarians will appreciate the reading lists of books attractive to children, either by the author of the classic in hand or along the same lines of interest. Certain teachers, crowded and wearied with a variety of tasks, will welcome the section of suggestions. The Canterbury Classics (for grammar grade reading). Eight titles, from 25 to 40 cents the volume. Rand, McNally & Company.

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This is the Official Journal of Education. The law requires that the Clerk of the school district file it with the teacher before the end of each month.

The Western Journal of Education

December, 1908

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The Western Journal of Education

DECEMBER, 1908

EDITORIAL

The San Jose Meeting.

A MESSAGE TO THE TEACHERS OF CALIFORNIA.

Within three weeks after this *Journal* reaches you the San Jose meeting will convene. This meeting will be the largest teachers' convention ever held in California. More than three thousand teachers have already applied for membership, and when San Francisco sends in her quota the total enrollment will be more than thirty-six hundred. The membership itself is gratifying, but the fact that a number of members have volunteered their support is more gratifying still.

In addition to the permanent and volunteer membership, we shall have the institutes of the following counties at San Jose: Alameda, Santa Clara, San Mateo, San Joaquin, Santa Cruz, San Benito and Calaveras.

THE KEYNOTE OF THE MEETING.

The keynote sounded by President Moore in the preparation of the program is education for social efficiency. The great problems to be discussed at the meeting are the problems of adolescence, industrial education, moral education and the articulation of elementary and secondary schools and the university. Each of these problems will be discussed by men of national and local repute.

The members will find the program so broad in its nature that they may all go away feeling that they have gained great inspiration through the meeting.

PROGRAM OF GENERAL SESSIONS.

There will be four general sessions during the meeting. The first will be held on Monday afternoon at 2:30 o'clock. After the addresses of welcome and the response, President Moore will present his annual address. At this meeting, Dr. G. Stanley Hall will make his initial appearance, and discuss some phase of the social movement in education.

The next general session will be held on Tuesday afternoon. The speakers at this session will be Dr. Hall and Judge Henry A. Melvin who will discuss the civic value of education or some phase thereof. At this session nominations for the various offices will be made. In addition to the President, two members of the Board of Directors and ten members of the Council of Education are to be elected.

On Wednesday morning, the Association will listen to addresses by President Benjamin Ide Wheeler of the University of California and by Dr. Hall. Before this session, and during the noon intermission, the polls will be open and the members will vote according to the Australian ballot system.

The last general session will be held Thursday afternoon. At this session President David Starr Jordan of Stanford University and Mr. Ng Poon Chew, editor of the leading Chinese newspaper in the United States will address the convention.

The meeting will close with the reports of the committee on resolutions and the report of the legislative committee and the reports of the committees on affiliation of the various teachers' associations and of the child labor and compulsory education committees.

HIGH SCHOOL SECTION PROGRAM.

The High School section will hold three meetings, one of which will be a joint meeting with the elementary school section. The first section meeting will be held on Tuesday morning at 9:30 o'clock. At this meeting the problem to be discussed will be the articulation of the secondary schools and the university. Among those who will discuss the problem are President David Starr Jordan of Stanford University and Professor A. F. Lange of the University of California.

The joint session will be held on Wednesday afternoon, and the problems for discussion will be "Needed Changes in the Curriculum" and "The Articulation of the Elementary and Secondary Schools." Among the speakers on these subjects will be Mr. Allison Ware of the San Francisco State Normal School, Mr. George A. Merrill, Principal of the Lick Polytechnic School, Mr. C. L. Biedenbach, Principal of the McKinley Grammar School, Berkeley, and Dr. G. Stanley Hall.

The Thursday morning session will open with section meetings, the following sections being organized: the Classic

section, the Physical Geography section, the Physics and Chemistry section, the Mathematics section, the English section and the German section. At eleven o'clock the final general session of the High School section will be held. The problem for discussion will be some phase of industrial education. It will be noted that the program of the High School section is an exceptionally strong one, and it should appeal to every High School teacher in the State.

THE ELEMENTARY SCHOOL SECTION.

The Elementary School section will also hold two meetings, besides the joint meeting with the High School section. On Tuesday morning there will probably be some discussion of the problem of needed changes in the school curriculum and of supplementary reading. The Thursday morning session will probably be devoted to quite a full discussion of the problem of moral education which is one of the most pressing in education today.

OTHER SECTIONS.

Miss Ida M. Fisher, President of the Music Section, has prepared a very fine program. Among other features will be a chorus of four hundred voices.

President Mark Keppel of the County Board of Education organization has also prepared a very interesting program, which will appeal to members of the County Boards throughout the State. Among other features the Manual Training and Drawing section will have an opportunity to observe actual classroom work in Sloyd and in domestic science. The new San Jose schools are remarkably well equipped for Sloyd and domestic science work, so that the class work will be given under the most favorable conditions. A Farmers' Institute will also be held under the auspieces of the association.

EXCURSIONS AND ENTERTAINMENT.

The people of San Jose have raised more than three thousand dollars for the entertainment of the teachers. They are planning to give a reception on Monday evening, which will be one of the most elaborate functions ever given to the California Teachers' Association. On Tuesday evening the women teachers' clubs of San Jose will give a banquet to the

visiting ladies who are permanent members, and there will also be banquets of the High School Men's Club and of the alumni of the two big universities and of the various Normal schools.

On Wednesday evening Dr. G. Stanley Hall will deliver an address to parents on the adolescent period. On this evening and on Thursday evening there will also be enjoyable social functions. A committee of merchants will provide free excursions to various parts of the valley, including an automobile ride to Stanford University, Congress Springs and Alum Rock Park. Special excursion rates for teachers have been arranged for the Mt. Hamilton trip.

HOTEL ACCOMMODATIONS.

The Hotel Vendome and Hotel St. James which are among the finest in California have made special rates to the teachers. The rates at the Vendome will be as follows:

1 in a room with bath, $4.00 per day; without bath, $3.50 per day.

2 in a room with bath, $7.50 per day; without bath, $6.00 per day.

3 in a room with bath, $10.50 per day; without bath, $8.25 per day.

4 in a room with bath, $13.00 per day; without bath, $11.00 per day.

The rates at the Hotel St. James will be as follows:

1 in a room with bath, $3.50 per day; without bath, $3.00 per day.

2 in a room with bath, $6.00 per day; without bath, $5.00 per day.

Both these hotels are on the American plan.

In addition there are many first-class apartment houses in the city, such as "The Imperial," "The Colonial," "The Angelus" and many others, where rooms may be secured for from $1.00 to $1.50 per day. Two persons may occupy each room.

There are many first-class restaurants where excellent meals can be secured for from 25 cents up. These restaurants include "The Women's Exchange," "The Vienna Dining Parlors," "The Lamolle Grill," "The Lamolle House," "The Overland Grill," "The Cafeteria," "Wheeler's Grill," "Slavich's Restaurant" and "Chargin's Restaurant."

Besides these accommodations, hundreds of private dwellings and boarding houses will be thrown open for the benefit of the teachers.

For further information on this subject address Alexander Sherriffs, City Superintendent of Schools, San Jose.

RAILROAD RATES.

The Southern Pacific Co. and the Santa Fe Railway have both arranged excursion rates as follows:

Teachers, or their friends, will buy regular first-class tickets to San Jose, taking a regular certificate receipt therefor. For those who are members of the Association, the Secretary will endorse the certificate at San Jose. This endorsed certificate will entitle the holder to one-third return fare.

The Pacific Coast Steamship Co. has arranged a rate of one and one-half fare from all ports of call to San Francisco and return.

Excursion rates will cover the period beginning December 20, 1908, and ending January 4, 1909.

No effort has been spared by the officers of the Association to make the San Jose meeting a success. Every teacher who comes may be assured of an enjoyable and profitable time, and will undoubtedly go away with a feeling that she has been inspired and uplifted by the excellent addresses of eminent men. The teachers of California are cordially invited to attend this great meeting of their own Association.

WILL C. WOOD.

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The remedy for the defects in our educational system is to have industrial schools for children between the ages of fourteen and eighteen. The law must assist in getting the children into the schools. The teachers in the elementary schools should assist in determining the vocation which may be best chosen by the individual. If democracy seeks to make all men equal it will fail, because of natural law. Germany, generally conceived of as non-democratic, and Switzerland, which is supposedly democratic, have both succeeded in sorting out the pupils for each class of school through the assistance of the teachers.

President Eliot.

OFFICIAL DEPARTMENT

State Board of Education.

JAMES N. GILLETT, President of the Board.....Governor, Sacramento
MORRIS ELMER DAILEY.....President State Normal School, San Jose
J. F. MILLSPAUGH.....President State Normal School, Los Angeles
C. C. VAN LIEW.....President State Normal School, Chico
BENJAMIN IDE WHEELER..President University of California, Berkeley
ALEXIS F. LANGE.....
....Professor of Theory and Practice of Education, University of Cal.
SAMUEL T. BLACK.....President State Normal School, San Diego
FREDERIC BURK.....President State Normal School, San Francisco
EDWARD HYATT, Secretary of Board.....
.....Superintendent Public Instruction, Sacramento

Little Talks by the Way.

(Under this head Superintendent Hyatt will try to give some account of what he sees and hears and thinks in traveling about officially among the schools of California. It will be somewhat hasty and ill-digested, being jottings on the road. It will deal with personal experiences, and so may look egotistic. It will be subject to frequent change of opinion, and will seem inconsistent. It is done as a free and easy means of communication between the school people of the State and the central school office. If it provokes retort or comment, that will be printed, too, provided that it be brief and interesting.)

In a Screaming Wind

I did have a terrible time getting to the Glenn County Institute last month, going from Chico across the level floor of the Sacramento Valley westward. It was too late to get around in any way by rail, being six o'clock in the evening, nearly dark. Superintendent Chaney had put me down on his program for a little talk at 8 o'clock and telephoned me to get there at all hazards and regardless of expense. So I assumed the haughty bearing of a millionaire and hastened for a livery stable. "Thirty miles to Willows—no team can make it" was the result. Then to Garage No. 1. "Forty miles to Willows. Make it all right if we start right away." Thence to Garage No. 2. "Forty miles? It's nearer fifty miles to Willows. Cost you twenty dollars in a big machine."

I thanked God that there were no other garages in Chico and went back to No. 1, because I liked the cut of the proprietor's jib. I threw my grip into the auto, put on a heavy

overcoat, got a little bag of crackers for the sumptuous meal, and we were off. The driver was young enough to be reckless and I began to tell him how awful the teachers would feel if we didn't get there in time. He pulled out his throttle (wasn't it the throttle?) another notch and the velocity of the wind increased. As we flew along the level country road,

S. M. CHANEY.
Superintendent of Schools of Glenn County, Willows, Cal.

with the lamps illumining a narrow strip ahead, I was diverted by watching the jack rabbits. Scores of them could be seen ghost like on each side in the darkness; and every little while one would be caught by the light directly in front. Sometimes he would run directly toward the machine itself and crazily dart in under the wheels. We had no way to tell what became of him there. Others would race away ahead, seemingly

afraid to cross the line between light and dark. They would run a mile or so at a heart breaking pace and at last drop in aboslute exhaustion beside the track—and past them we would fly—goodbye.

At the Sacramento River we lost twenty minutes, waiting for a ferry man who wanted to eat his supper more than to speed travelers on their way, bad cess to him! We shouted ourselves hoarse and whistled until we were black in the face and blew the horn till the echoes rang—and then stumbled through the darkness shoe top deep in dust toward a distant light. He was still eating and left his fried onions with reluctance.

Across the river the young man pulled out the throttle another notch and pushed forward the marling spike a cog or two—and my hair rose another inch. We were only hitting the high places now, but were bouncing up a yard when we did hit them. I couldn't find out what time it was, for forty matches in succession went out as we fled through the atmosphere and we couldn't afford time to stop. Two lights twinkled ahead. "That'll be Germantown," said the chauffeur. "Willows is only a few miles beyond."

"Then I'd better be changing my clothes," said I; "for the audience will be waiting when we get there."

So I climbed over the seat into the covered compartment in the rear, dark as a pocket; and began to grope in my suitcase for collar and necktie and brush and comb and coat and vest.

Now, maybe you think it is fun to make your toilet, at once in the dark, in a screaming wind and in an auto going 30 miles an hour. As we sailed through Germantown I had lost my collar button and there was comparatively little between me and the cruel wind. My teeth chattered so that it was impossible to part my hair. The chauffeur couldn't be of any assistance because both his hands were busy with the rudder.

But all's well that ends well. The job was done just before we dashed up the main street of the county seat. Mr. Reager and Mr. Heidrick were waiting to meet us and show us the way. They jumped into the auto and away we flew to the courthouse—climbed out—went upstairs to the court room and stepped confusedly into a glare of light and a hearty round of hand-clapping from a big audience of teachers and towns-

people in waiting. My teeth were still chattering and I was oppressed by a vague and uneasy feeling that some of my garments might be on wrong side before—like the boy's who has been in swimming. But the audience was kind, the room warm, and all went merry as a wedding bell. The people, for some reason, seemed very much amused at my account of a toilet in a screaming wind.

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Some Snow Scenes

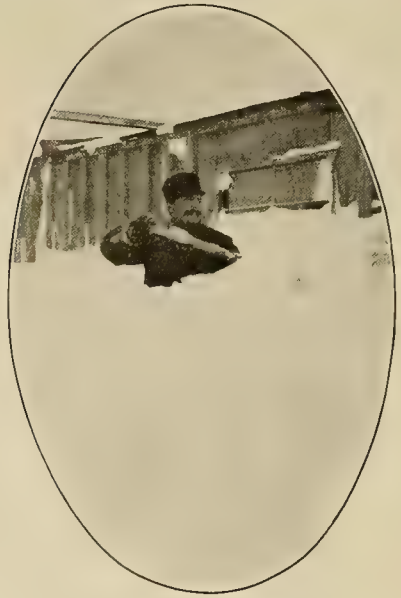
Snow shoeing in California is a very interesting thing as the teachers tell it to me. In many places in the Sierras the

SNOWSHOE RACE AT LA PORTE, PLUMAS COUNTY.
These four boys are ready for the starter's word to coast down a steep hill—time, fourteen hundred feet in fourteen seconds.

snow falls from a dozen to a score of feet on level ground—and many times that in the canyons.

Think of having the snow away over the tops of the windows and doors, so that you can walk from the top of the snow to the roof of the house! An old man at Letter Box in Plumas County told me of having to make 22 steps in a snow stair case from his porch up to the surface where the letter carrier brought the mail. At La Porte in the same county forty children or more come to school on snow shoes. Setting up their long shoes in the snow outside the school house door, it looks like a forest of them—they are ten or twelve feet long, you know. Here are some photographs given me by teachers, showing a phase of California life that will seem strange to the people of the valleys.

MRS. SILVIA.
On snowshoes at Bodie, Mono County.



J. D. SILVIA.
Principal of the Bodie School in Mono County. He is making a passage to his woodshed door.

Snow Shoes

The snow shoes used in California are after the Scandinavian pattern known as skees (or skis). They are made of long strips of spruce, turned up a little in front. The bottoms are made very smooth, with a groove in the middle extending the full length. This groove gives a sidewise grip on the snow, for walking up hill. The shoes are kept smeared with a mixture of tallow, resin, etc., called "dope." This is very important and different people have their own secrets in

CRYSTAL LAKE IN PLUMAS COUNTY.

The whole Institute drove twelve miles and held one day's session at this lovely spot, with a picnic dinner. County Surveyor Watson gave a lecture on the geology and land surveys of the surrounding region; Professor D. R. Wood spoke on nature study.

the preparation of their "dope." Even the horses wear snow shoes—but of a different kind. Theirs are made of plates of iron, about eight inches square, clamped fast on the hoof.

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A Queer Remark

Superintendent Graham of Long Beach is grave and dignified but every now and then says such queer things. I heard him the other day at dinner, while conversing about the tobacco

habit with a crowd of school people, make this remark: "Well, now, really, I feel that a teacher sets a better example and is a more useful person in the world if *she* does not smoke." Funny, wasn't it? Everybody looked blank at first and then laughed.

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Pointed Ideas

Miss Julia Jones, County Superintendent of Mariposa County has such pronounced and vigorous views and expresses them so crisply that she's interesting. Some time ago I heard her say:

"Don't fuss for a school organ in your music. An organ is not necessary for good singing. The organs in our schools deteriorate in our long, hot summers and it is not practicable to keep them in repair. And the rats eat them! Better leave them shut!"

And at another time:

"A school Comb is an abomination! Just as well have a school Toothbrush! Away with it!"

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Stay in School

Here is a good strong talk for you to put in pickle for the boy who is about to drop out of school—or the one who has already done so. I found it in the *Rocky Mountain Educator*.

"Young man, I notice that you are not in school any more. What's the matter? Think you have received enough education to carry you through the world? Or do you stay out just because you do not like to go? Didn't like the teacher, eh? Well, let me tell you that you will find the meanest teacher on earth a dream of love beside some of the bosses you will work under in the cold and unfeeling years you will plow into when you have to get out and hustle for yourself. Education is the most valuable thing in the world to a man, but to a boy it comes the cheapest. It costs you nothing to get that which many a man in town would give all he has to possess. You have the winning number in the lottery of education if you play it now. Loaf around a few years and you will always be on a blank. It is true that any man can make a living, but you will notice that the fellows who do it with their brains have an easier time of it than those who are compelled to do it with their muscles. At the present stage of the game the

choice jobs are not held by physicial strength. Education will not crawl into your head while you are asleep. The thing for you to do is to hike off to school tomorrow and stay there. Your holidays will come later when you need them."

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Everybody Look

We are preparing in the state office a Manual for Arbor Day and School Improvement. We want to give it a California flavor, and to show what has been done as well as what can be done.

Now what can you do to help us? Have you a good photograph of the handsomest school grounds in the neighborhood? Or a pair of pictures, showing your school before and after it was improved? Or a description of some successful improvement accomplished? Or some points or suggestions for making such a book interesting and useful? Or a program, original or otherwise, that was carried out with peculiar success? Or a photo and a sketch of a splendid good school house, or some one feature thereof? Or a school gymnasium? Or something else striking, new, original—or old and helpful—that might fit into such a plan?

Very well. Please send it along within a week or ten days. Ransack your hearts and brains, and help us get together something that will be a credit to you, and a glory to the State.

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Something Good from Kansas

William A. McKeever, the professor of philosophy at the State Agricultural College in Manhattan, Kansas, is issuing a series of nine pamphlets on Home Training of the Young. Number 1 is now out and is called *The Cigarette Smoking Boy*. Others to come soon are *Teaching the Boy to Save, Training Boys and Girls to Work in the Home, To Develop Moral Reliance, Town Boy in Vacation, Finding a Vocation, Earning One's Way Through College.*

It seems to me these would be splendid things for a genuine teacher to have. They can be had singly for nothing at the address above—but it would be polite to send a stamp for postage. In quantity they may be had for a cent apiece. Possibly some Superintendents might like to furnish them to their teachers. The introduction to Number 1 says:

In our eagerness out here in the West to herald to the world the magnitude of our corn and wheat crops, the superiority of our beef cattle and thoroughbred swine, and the tremendous productiveness of our domestic hen, we are prone to lose sight of the real issue, namely, the splendid crop of strong sons and fair daughters that the country is producing. In their joyous natures we behold at once the bright sunlight of hope and the beautiful bow of promise of our future greatness and glory."

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The Northeastern Corner

Miss Eva Spargur of Modoc County called her institute for the 11th of November, at Alturas, the county seat. The sessions were held in the Congregational Church. The room was handsomely decorated by juniper boughs, loaded with blue berries and supported on wooden frames, following a design by Miss Tindall, one of the teachers of the County High School. On each side were banks of potted plants, making a decorative scheme more ambitious and effective than I have seen elsewhere.

For a part of each day the fifty teachers of the institute were divided into three sections. Only two were absent—one ill, the other quarantined by small-pox.

The Ladies Guild gave an evening reception to the teachers, and served tea one afternoon. C. B. Towle made an address of welcome. Two evening lectures were given, very largely attended by the townspeople. R. H. Conley gave a terse and interesting talk on "Discipline." Miss Gallagher gave a paper on "Morals"; and Miss Gloster one on the "Atmosphere of the Schoolroom." Mrs. Margaret Mulkey received much admiration for her "Report of the Resolutions Committee." It was an unusual document in its vivid language and graceful tact. Miss Anna Williams and Mrs. Nellie Ivory, both former Superintendents of the county, attended the sessions and helped things along most cordially. Mrs. Coolidge of Berkeley gave a series of talks on "Music."

The topic for discussion in all the Sections for Thursday was: "Better English in the Grades, and How to Secure it." It was a fine discussion, and all the high school and grade teachers took part in it with good spirit. If a shorthand report could have been made of just what was said, it would have made a fresh, vigorous and helpful document for all the

schools of the State. There is a good point here for the programs of other institutes.

An interesting movement was set on foot for collecting material relating to the early history of the county. The scheme is for each teacher to have a day to invite in one or more old settlers to talk to the school about early days, and to collect the stories and reminiscences of the neighborhood during the year. Then for a committee to arrange all this material in shape to be presented to the next institute for publication.

HER FIRST QUAIL.
Miss Eva Spargur, Superintendent of Modoc County, in hunting costume. Observe the Modoc landscape, with stunted juniper bushes on the lava hills.

Of Interest to Trustees

Alturas is just building a splendid new stone high school in the outskirts of the town. It is to cost nearly $40,000 and is modeled after the plan of the Chico school. The material used is a beautiful volcanic tufa of gray and pink colors. This is quarried from a hill not far away. The gray color is used for the main masses of the structure, the pink for cornices and trimmings. It is a two story building with a basement. The laboratories and a splendid large gymnasium are in the basement. On the first floor are the auditorium, the offices and most of the class-rooms. On the second floor there are only two class-rooms; so that it does not very far

depart from the present tendency of California school buildings, to have nothing higher than the ground floor.

But the finest thing about this whole enterprise, the thing that deserves notice and praise and imitation, is this: It has big, generous grounds. *Ten acres of land belong to the school.* This was presented, free of cost, by the town.

All this is as it should be. Why not? A California school should have room for the games and sports of youth. It should have space for trees and shrubs and gardens. It should afford sunshine and the free air of the West. I would have every trustee in the State to ponder on this point. There is nothing more important to the future. The schools must have more room. It is unwholesome and unsafe to crowd the children into narrow, cramped spaces. You couldn't raise a hundred good colts in a corral as small as the playground of an ordinary city school. Why should you expect to raise five hundred good children there? No price is too high to pay for more "room" in the schools.

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Lists of Teachers

I observe that quite a number of the Superintendents are printing lists of their teachers in the back of their institute programs now-a-days. This is a very good idea. The teachers like it, for it enables them to get track of each other, to find out who are the new teachers and where they belong. It is a God-send to the new teacher, giving her a chance to find out who are the other teachers. The book-men like it too; and the instructors. It makes for easier acquaintance and social converse. Therefore it has a reason for being and is worth the price that it costs.

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Another Wedding

Superintendent W. B. Philliber of Lassen County was married November 8th to Miss Pearl Morrison of his home town, Bieber. I was in Lassen County just a few weeks before this event, and Mr. Philliber in no wise consulted me in regard to it—never even mentioned it, but flew around among the ladies during the institute, the gayest of the gay. If this sort of thing happens again I shall consider it a personal affront. What is the use of holding this office anyhow, if the members of my flock rush right off and do just what they

please, get married or do anything else that happens to strike their fancy, without even saying *Boo* to their official adviser? 'Tis positively unthinkable.

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Amador County at Jackson

Only one institute there was during the week of November 16th, at Jackson, the county seat of Amador County. This is one of the counties of the Mother Lode, that great belt of gold-bearing quartz veins that extends along the foot-hills of the Sierras for so many scores of miles. Jackson is a typical town of the old gold-digging days, with narrow, steep, crooked streets paralleling the canyons and gulches. It is one of the most vigorous and prosperous of the old towns, thriving and full of business; because when the gravel diggings were exhausted great quartz mines were developed on the hills above. The Kennedy mine is the greatest of these. Its shaft goes down perpendicularly 3,250 feet, the deepest gold mine on the continent. The mouth of the mine is only fifteen hundred feet above sea-level—so that its shaft goes down nearly two thousand feet below the waves of the Pacific. The cage carries the miners down the shaft in a minute and a half—with the speed of an express train, for observe that the depth is over half a mile. The temperature does not rise regularly with the depth, as we learned long ago from the physical geographies. Thus, the greatest heat is at the 2,400 feet level, and it gets cooler below. It varies with the character of the rocks and with the amount of the timbering. Timbers slowly decay. Decay is a gradual combustion. Some rocks slowly oxidize. This is another form of combustion. Wherefore the thermometer rises, from both of these causes.

The population of Jackson is largely foreign, or of foreign parentage. Italians, Cornishmen, Montenegrans, Austrians, seemed most in evidence. The Montenegrans have a handsome Greek Church, the only one in the State, they tell me, outside of San Francisco.

The institute was held in the Superior Court room, a clean and comfortable place, nicely decorated for the occasion. Superintendent W. H. Greenhalgh presided, from the crimson-canopied throne of the Judge. It seemed a singularly thoughtful, attentive and harmonious session. The instructors were T. H. Kirk of Los Angeles, Miss Laura Marshall of Fresno, Mrs. Edna James of Stockton and Job Wood of Sacramento.

There were two evening lectures and an elaborate banquet for the whole institute with Mr. Williams of the Ione School of Industry as Toastmaster. The most notable toast was by Mrs. Botto, to "Our Men Teachers." It was arranged in rhyme. The banquet closed at midnight and was a very jolly occasion.

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An Earthquake Letter

Here is a letter for the "geography" teachers of the State. I hand it to them on a silver platter, with respect and kind regard. It is from Willard S. Johnson, the seismological expert of the United States Geological Survey, in answer to a request for him to give his idea of what a child should know about Earthquakes, for use in preparing a supplement to the new advanced geography. It was actually written from the field, where Mr. Johnson was at work upon the earthquake phenomena of Inyo County; and so is the latest reliable scientific dictum upon the subject. It has been used as a guide by the text book committee in preparing the supplement; and now the exact letter itself is given as a valuable document to the teachers. Observe that the expression "crust" of the earth is religiously avoided. I wonder why? And why no reference to the cooling and shrinking of the globe?

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The Original Document

"It is shown by those wonderful self-recording instruments, the seismographs, that earth tremors are much more common than the world has ever realized. There are records of earthquakes running back to the beginnings of human history; and in early history they are far apart in time; but early history tells of momentous events only, and we may be quite sure that it is only the heaviest shocks, resulting in great human catastrophes, that have found any mention. Seismographs now show that, from point to point, the world over, light shocks at least—the great majority of them 'unfelt earthquakes'—follow one another so closely that the elastic rocks beneath the shallow covering of soil are probably never free from their rapidly spreading tremors. And in the broken and disturbed condition of the rocks themselves, if we read from them geological history, it may be plainly seen

that what is true of the brief human record, is true of all geologic time. The solid earth has not yet settled down to quiet; indeed,there is no such evidence that it is becoming more stable. The causes of disquiet are one of the great problems of geology. Volcanic eruption is only a minor cause. What is known is that, near the surface, here and there, chiefly in the rougher parts of the earth, the rocks in great masses are continually breaking and moving upon themselves. And to the jar of their disruption—especially to dislocation, or movement on their planes of fracture—we ascribe earthquakes.

"Actual dislocation as a rule is slight, the mere fraction of an inch it may be, though the planes along which breaking occurs have relatively vast extent. Such small magnitudes are believed to correspond to the unfelt tremors of the seismographs. But even shocks of destructive violence result from movements of only a few feet. Great dislocations, it is true, are recorded in the rocks. It is not supposed, however, that they have formed all at once. The evidence seems to be that they are the sum effects, rather, of innumerable small slips, along established planes, or zones, of weakness—with larger movements, at long intervals, producing great earthquakes.

"The Sierra Nevada, at its east front, is one of these great dislocations. Toward the south, especially in Owens Valley, where the mountain wall is highest, where it is most abrupt, and where quite likely it is most rapidly growing, the east base is conspicuously a zone of weakness. Here, in 1872, occurred the most severe single shock, probably, as well as the longest series of nearly continuous heavy jars, ever experienced in California. A dislocation cliff, or 'fault-scarp,' created at that time, ranging in height from a foot or so to twenty-three feet, extends up and down the valley, a little out from the range foot. It is neither strictly continuous, nor straight. Roughly parallel, within a ribbon tract, for miles, are several older scarps, clearly of the same origin. Owens Valley is a recognized earthquake district. Light shocks are still of frequent occurrence there, and heavy ones yet again are confidently to be expected. Much the same is to be said of a tract north and south from San Francisco, as well as of parts of Japan, of Italy and of the west base of the Andes—to mention only scenes of recent and violent seismic disturbance."

Agricultural Education

Here is a hint to Superintendents who want to do something toward a start in agriculture for their schools. I learned the other day that the father of agricultural education in the United States, Professor I. P. Roberts of Cornell, is now a citizen of our own blessed State. He has retired from regular work under a Carnegie pension, and has come west to live near his children. Most of the well known agricultural college men are his students—L. H. Bailey for instance, and Henry of Wisconsin and Lazenby of Ohio. It was he who introduced agricultural education into the public schools of New York, and he issued the spendid system of leaflets and pamphlets to children and people that has made Cornell famous. He is compelled to leave college work in order to enjoy the pension; but his enthusiasm, his skill, his knowledge, all remain the same. He knows just how to talk to real people about the plain, common sense facts of agriculture in the schools. An audience of farmers delights him—and he delights them. He has the real spark of *enthusiasm.*

Now, although I have not talked with him about it, I don't doubt that any Superintendent could persuade him to come and talk to the teachers at institute—to kindle an interest, give some ideas, set some standards in this Agriculture that is surely coming upon us in the near future.

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Burbank Lectures

I went to Hearst Hall at Berkeley on the evening of November 18, to hear Luther Burbank lecture under the auspices of the Agricultural Club of the University. It is very, very seldom that he can be induced to appear in public; and then only when he believes it a duty to the young people of the State. He did not say so, but it is a fact that he has been offered a two years' contract at $2,500 per month with all expenses paid, to go on the lecture platform. He said it would make him very unhappy, and then what would he do with the money? And declined with thanks.

Hearst Hall is built of shakes, arranged in a series of great Gothic arches, most unique and striking in effect. The hall was jammed with people, even the standing room, at fifty cents each; and hundreds of people were turned away disappointed, unable to get in. The lecture consisted of a description of the process of creating plants, and a display of a series of pictures of new forms of plant life.

Sororities and Fraternities

Probably there is on one subject upon which the teachers and school officers of the State and the nation are so thoroughly agreed as in the conviction that high school fraternities are an unmitigated evil to all concerned; that they are un-American, undemocratic; that they are schools of snobbery; that they should be weeded out of our educational gardens, for the good of the State.

Hundreds of schools would be glad to prohibit this social canker, but are withheld by doubt of their legal rights in interfering with abuses outside the school rooms. Of late, however, there have been some court decisions to strengthen the authority of school officers in this regard; and some of California's most advanced communities are taking vigorous action. Berkeley, through its Board of Education and City Superintendent, have called upon all high school fraternities to give up their charters, and upon all students to give up their membership on or before a certain date, on pain of exclusion from the school. The city of Los Angeles has taken similar action. Others will doubtless follow suit until this State becomes a unit in this matter.

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Merced County

The teachers' institute of Merced County was called to order by Mrs. Belle Smythe Gribi, County Superintendent of Schools, at 9:30 a. m., Monday, October 12th, in the Assembly Room of the Merced County High School, a most excellent place for such meeting. The session continued through three days and adjourned on Wednesday afternoon for an excursion of three days to Yosemite Valley. There were two sections, primary and grammar and high school. The general trend of the work of the institute was along lines of practical, every day school work in which all the teachers and lecturers seemed to feel that they were aiding Mrs. Gribi in securing the greatest benefit to the children of the county. A number of the local teachers took part in the work and the discussions were freely indulged in by the teachers.

Those from the outside who assisted as lecturers in making the institute a success were Prof. Henry Mead Bland of the San Jose Normal School, Miss Anna Wiebalk of the San Francisco Normal School, Mrs. Edna Orr James of the Stockton schools, Mr. Frank Kent of the Stockton schools, and Job Wood, Jr. of the State Office.

The county high school building is located on one corner of the court house square. This square is a large block of land well selected and beautifully improved and neatly kept. It has the appearance of a beautiful park with the court house in the rear and the high school on the side to the right. The people have studied the interest of the future as well as that of the present population in improving this location for court house and high school.

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Plumas County

Miss Miranda Ray Arms, County Superintendent of Plumas County, called the institute to meet in the grammar school building at Quincy on October 20th and to continue four days. This institute had every appearance of real school room work with the exception of the shorter recesses and the longer sessions. Every teacher seemed bent on getting the most she could for the school under her control. Every moment, day or evening, was full of work and school talk. The work of this institute seemed a unit in every way. "Look for the best in life, in the children and in their work and encourage to higher ideals," was the general sentiment.

Those from the outside who aided in the work of the institute as lecturers were Miss Anne Nicholson of the San Jose State Normal, Prof. D. R. Wood of the San Jose State Normal, and Job Wood, Jr., of the State Office.

Perhaps the most successful day was an excursion to Crystal Lake in the high Sierras. This is a trip of about ten miles from Quincy and was made by about twenty-five teachers and others. The plan was a trip to the high mountains to study the formation, to see the lake and to study nature's work at first hand. A most excellent picnic with plenty to eat and plenty of hot coffee added much to the joy of the party. The sight of four fine deer in their native woods was most interesting to all and especially to those who had not seen deer in their wild state.

Professor D. R. Wood lectured on nature study with the trees and rocks around us while we ate and most interesting did he make it. When Professor Wood could no longer stand it, to see us eat while he talked, Mr. Watson, the County Surveyor, lectured on geology and the formations of the mountains in that part of the world and illustrated the formation of this beautiful lake by glacial work. After lunch, he took us all to the higher mountains where we could look down

on the country around us and lectured on the manner of triangulation in surveying. He had his instruments with him and illustrated the work. Soon the watches were telling us that we must be getting down the mountains for the drive is not easy in the light. After the lecture, as we were on our way back to the teams, the teachers present showed that they had been used to the mountains and the snow for snow balling was the joy of all excepting the one who found a large amount down the back of his neck. Snow in many places was eight to twelve inches deep. On the south sides of the mountains it was about off.

The strange part of this climate to a "tender foot" is the rapid cooling of the air the moment the sun has passed behind the hills. The nights were cold, the ice in places freezing an inch and a half thick during the night. But the moment the sun was out the air was warm and balmy. At six o'clock we found ourselves back at Quincy, tired, happy and hungry. The trip was voted a great success from every point of view. We owe much to the friends who planned this trip and carried it out so successfully. Educationally it could not have been a greater day.

Quincy has a beautiful location with a pine forest on the higher hills near it. The view is fine and the people have added much to the general appearance of the town by building some very beautiful homes and surrounding them with fine lawns. One feels at home in this mountain town and feels when he is away that life is worth living for the people are hospitable in the real California way. They have a way of making one feel that he is worth something in the world. Long may they live.

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State Text-Book Committee

This is a standing committee of three from the State Board of Education. It has charge of all matters relating to the State Text-Books. Its Secretary is George L. Sackett.

The Secretary will try to use this department to bring his work in closer touch with the teachers of the state by recording each month the details that seem to be of general interest.

The Contract for the Grammar School History expires April 24, 1909, and the Contract for the Readers expires July 1, 1909.

Readers for History, Reading, and Civics have been ap-

pointed and publishers will be asked to submit bids for furnishing texts in the above named subjects on a four, six, and an eight year contract.

The fact of bids being called for does not necessarily mean that changes are to be made in all the above texts. The State board may renew contracts for the present texts but under the law are required to call for bids.

Bids will be submitted about the 15th of March, 1909.

D. C. Heath & Co. will soon have out a new Health Book for the schools, entitled "Health Studies" or "Applied Hygiene and Physiology." Dr. Ernest Bryant Hoag, Director of Health work in Throop Institute and the Pasadena Schools is the author.

President Jordan of Stanford University has written the introduction. Those who have seen the manuscript speak very highly of the proposed book. It will no doubt have a large sale in schools looking for a practical supplementary book in this very important subject.

Owing to many unavoidable delays the Advanced Geography may not be ready for the market until about July 1, 1909.

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Figures from the Statistician.

Statistics are live and vital things when we learn how to use them. Mr. Wood is the Statistician of the Department of Public Instruction. He sends out the blanks, documents and official publications, receives the reports of teachers and superintendents, makes estimates and apportionments of school moneys; and then collects and tabulates the facts and figures about all these things. He will try to present each month some points derived from his work that will be of general interest to school people.

Following is a review of the statistics as reported to the Superintendent of Public Instruction by the County Superintendents for the years indicated. As will be seen this report is made up from the totals as made from the Annual Reports of the County Superintendents.

SUMMARY OF STATISTICS

High Schools

	1907	1908
Number of counties maintaining	51	52
Number of high school districts:		
County	14	15
City	41	38
District	32	33
Union	86	94
Joint Union	6	7
Total	179	187

Number of teachers employed:		
Men	420	480
Women	768	834
Total	1,188	1,314
Number of pupils enrolled:		
First year—Boys	5,327	7,079
Girls	7,101	7,853
Second year—Boys	2,941	3,338
Girls	4,312	4,820
Third year—Boys	1,763	2,215
Girls	2,614	2,963
Fourth year—Boys	1,341	1,425
Girls	2,179	2,276
Total Boys	11,372	14,102
Total Girls	16,206	17,912
Grand Total	27,578	32,014
Average daily attendance	21,337	24,267
Number of graduates during year:		
Boys	1,110	1,187
Girls	1,790	1,981
Total	2,890	3,168
Average length of term in days	193	192
Number of teachers attending institute	1,134	1,274
Number of volumes in high school libraries	154,183	150,189

Financial Statement

Receipts from—		
Balance on hand	$1,059,446.43	$1,216,637.60
State Aid (apportioned)	240,950.12	307,169.65
Taxes of all kinds	2,026,682.28	2,418,123.91
Miscellaneous sources	429,576.56	37,739.99
Total	$3,756,655.46	$3,979,671.15
Expenditures for—		
Teachers' salaries	$1,315,000,73	$1,635,578.18
Supplies, etc.	420,382.24	488,395.00
Buildings	736,797.91	975,116.96
Books and apparatus	57,499.91	55,844.48
Total	$2,529,680.79	$3,154,935.52
Balance on hand at close of year	$1,226,974.67	$ 824,735.63
Valuation of all property—		
Sites, buildings and furniture	$5,277,529.00	$6,174,333.00
Laboratories	195,262.00	220,679.00
Libraries	153,409.00	176,370.00
Total	$5,626,200.00	$6,571,382.00

STATE NORMAL SCHOOLS

	1907	1908
Number of State Normal Schools	5	5
Number of teachers employed:		
Men	37	41
Women	79	85
Total	116	126
Number of Students enrolled, Normal Department:		
Men	105	144
Women	1,664	2,041
Total	1,769	2,185
Students enrolled, Training Department:		
Boys	950	918
Girls	1,159	1,108
Total	2,109	2,026

Number of graduates since the establishment of the first school:	
Men	768
Women	7,337
Total	8,105

Number of graduates teaching in the schools of the State from—		
Chico	333	357
Los Angeles	949	932
San Diego	176	211
San Francisco	295	339
San Jose	1,417	1,477
Total	3,170	3,316

Financial Statement

Receipts from—		
Balance on hand	$ 115,029.19	$ 400,291.85
Nppropriations	295,550.00	222,368.16
Tuition and other sources	4,443.27	5,053.04
Total	$ 415,012.46	$ 627,713.05
Expenditures for—		
Teachers' salaries	$ 171,167.08	$ 173,048.49
Janitors, gardeners, etc.	33,429.64	39,510.39
Sites, buildings and furniture	60,991.58	109,912.46
Library books and apparatus	9,197,41	6,304.97
Total	$ 274,785.71	$ 328,776.31
Balance on hand	$ 140,226.75	$ 298,936.74
Valuation of all property—		
Grounds	$ 421,000.00	$ 431,000.00
Buildings	593,790.00	658,790.00
Furniture	37,855.92	45,701.00
Libraries	72,011.33	56,871.00
Apparatus	25,109.72	25,487.00
Total	$1,149,766.97	$1,217,939.00

Libraries—		
Number of books at beginning of year	45,128	51,844
Number of volumes bought	5,644	5,168
Number of volumes donated	440	432
Number of volumes worn out of destroyed	169	234
Total at close of year	51,844	57,210
Number of acres of land in Normal Grounds	47.30	48.15

PRIMARY AND GRAMMAR SCHOOLS

School Statistics

	1907	1908
Number of school districts at beginning of year	3,202	3,204
Number organized	45	63
Number lapsed	28	33
Number combined out of existence	16	10
Total at close of year	3,203	3,224
Number of school houses (including high schools):		
Brick	189	219
Stone	9	13
Adobe	8	6
Wood	3,662	3,757
Total	3,868	3,995
Grade of schools—		
Primary	2,296	1,997
Grammar	3,882	3,792
Total	6,178	5,789

Number of teachers employed in—		
Men	813	839
Women	7,433	7,763
Total	8,246	8,602
Grade of teachers' certificates in Primary and Grammar schools:		
High Schools	426	368
Grammar Schools	7,510	7,913
Primary	188	140
Special	122	181
Total	8,246	8,602
Enrollment in schools:		
Primary grades—Boys	99,657	100,200
Girls	89,284	90,181
Grammar grades—Boys	50,987	52,952
Girls	54,457	55,592
Total Boys	150,644	153,152
Total Girls	143,741	145,773
Grand Total	294,385	298,925
Average number belonging to school	234,624	245,048
Average daily attendance	221,578	232,325
Number of districts maintaining school:		
Less than 120 days for the year	24	25
Between 120 and 160 days	422	269
Between 160 and 200 days	2,435	2,599
200 days or over	309	294
Total	3,190	3,187
Average number of days the schools were open	171	171
Average number of months the teachers have taught in present positions	31	31
Average amount paid teachers in primary and grammar schools:		
Men	$828.11	$883.39
Women	623.23	659.09
Number of school visits by County Superintendents	15,531	18,899
Number of visits by school trustees	17,165	18,484
Number of visits made by other persons	190,818	220,755
Number of volumes in school libraries	741,405	806,962
Number in County Teachers' Libraries	43,687	47,765

Financial Statement

Receipts from—		
Balance on hand	$ 2,787,421.14	$ 2,654,821.83
State apportionments	4,059,429.04	4,190,168.11
County apportionments	2,866,479.07	4,013,163.58
City or district taxes	937,001.14	718,111.15
Sale on bonds	1,374,395.58	1,469,573.33
Miscellaneous sources	163,618.31	592,762.52
Total	$12,188,344.28	$13,638,600.52
Expenditures for—		
Teachers' salaries	$ 5,943,075.78	$ 6,862,706.96
Supplies, etc.	1,565,926.43	1,785,908.39
Sites, buildings, furniture	1,882,358.76	2,242,501.82
Library books and apparatus	106,496.79	97,104.72
Total	$ 9,497,857.76	$10,988,221.89
Balance on hand at close of year	$ 2,690,486.52	$ 2,650,378.63
Valuation of school property—		
Sites, buildings, furniture	$25,734,616.00	$26,836,402.00
School libraries	879,403.00	858,275.00
Apparatus	363,768.00	371,649.00
Total	$26,977,787.00	$28,066,326.00

PUBLIC KINDERGARTEN SCHOOLS

	1907	1908
Number of cities maintaining	13	14
Number of teachers (women)	171	179
Grade of certificates held—		
Kindergarten Primary	114	130
Special	57	49
Total	171	179
Pupils enrolled—		
Boys	2,708	3,852
Girls	2,759	2,830
Total	5,467	5,782
Average number belonging	3,107	3,343
Average daily attendance	2,823	3,070
Average number of days school was open	180	187
Average term in months teachers have taught	37	39
Average amount per year paid teachers	$637.66	$696.95
Number of teachers attending institute	156	176

Financial Statement

Receipts from—		
Balance on hand	$ 3,870.08	$ 3,737.22
From taxes	108,204.88	149,689.13
From donations	00.00	40.00
Total	$ 112,074.96	$ 153,466.40
Expenditures for—		
Teachers' salaries	$ 96,874.95	$ 128,738.26
Supplies, etc.	11,448.22	11,464.62
Buildings	1,054.57	12,323.13
Total	$ 109,377.74	$ 152,526.01
Balance on hand	$ 2,697.22	$ 940.39
Valuation of property—		
Sites, buildings and furniture	$ 53,850.00	$ 73,491.00
Books and apparatus	3,295.00	10,834.00
Total	$ 57,145.00	$ 84,325.00
Number of volumes in libraries of Kindergartens	373	411

NIGHT SCHOOLS

	1907	1908
Number of cities maintaining	7	8
Number of teachers:		
Men	42	57
Women	67	70
Total	109	127
Grade of certificates held by teachers:		
High School	20	24
Grammar School	68	87
Primary	3	3
Special	18	13
Total	109	127
Students enrolled:		
Boys	7,032	8,872
Girls	1,183	1,600
Total	8,215	10,472
Average number belonging	2,541	3,456
Average attendance	2,142	2,860

Average number of nights schools were open	186	183
Average number of months same teachers have taught	58	61
Average amount per annum paid teachers	$518.76	$828.27
Number of teachers attending institute	105	122
Number of volumes in libraries	2,027	1,711

Financial Statement

Receipts—		
Balance on hand	$ 00.00	$ 00.00
From taxes	81,788.60	127,021.45
Total	$ 81,788.60	$ 127,021.45
Expenditures—		
For teachers' salaries	$ 67,623.95	$ 93,908.25
For supplies, etc.	14,164.65	33,113.20
Total	$ 81,788.60	$ 127,021.45
Balance on hand	$ 00.00	$ 00.00
Valuation of Property—		
Sites, buildings and furniture	$ 17,000.00	$ 15,000.00
Books and apparatus	2,178.00	1,500.00
Total	$ 19,178.00	$ 16,500.00

(This valution is necessarily low, as most of the Night Schools are held in grammar or high school buildings.)

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State Board of Health.

The State Board of Health is the highest official authority upon the promotion of health and the eradication of disease in California. Its Secretary is Dr. N. K. Foster with offices in the state capitol. With the object of giving to the teachers of the state the best ideas and the latest investigations of this Board, Dr. Foster will prepare something of public interest under this heading each month.

Disinfection.

If you should find a case of communicable disease, for instance diphtheria, in your school, what would you do? This is a practical question and upon your proper action might depend the lives of some of your pupils. Prompt and efficient action will present the spread of the disease, while delay will allow time for it to attack the mates of the unfortunate victim.

Some one says, "I would report at once to the health officer." Yes, if you are so fortunate, or unfortunate, as to be in a city, but what if you are in the country miles from a health officer or doctor? You must depend upon your own initiative and the responsibility is great. Let us see.

You should first remove the child from the room to its home, if convenient, but at any rate from the school. Never fear any bad effect from the outdoor air, there is no air so good for sick or well, and if the child has to wait awhile under the shade of a convenient tree it will not hurt. Your

attention must be turned to the school room. It will probably not be possible to disinfect the room at once with chemicals, but remember that sunlight and pure air are among the best disinfectants and should be let in in every available way. The books, pencils, etc., used by the sick child should be put out of doors in the bright sunshine, if possible, but where they will not expose the other pupils, for danger lurks in them.

The room should be disinfected as soon as possible and every school should have near at hand a supply of disinfectants for use in an emergency. Those mostly used are sulphur and formaldehyde. For schools, the sulphur is best as its fumes kill not only the disease germs but all insect and vermin life that may be there. Its disadvantages are its destructive effect on certain fabrics and that it tarnishes metals. These disadvantages are, however, at the minimum in the school room, and the sulphur can well be used. Formaldehyde is in common use and as no fire is necessary is safer and if used plentifully will destroy the germ life. Which ever is used, the results will depend upon the care bestowed in using. Too often it is worse than useless; as, when carelessly done and too small a quantity use to destroy the disease, a false sense of safety is bestowed.

Let us first consider the use of sulphur. Paste strips of paper over the cracks of windows, doors, stovepipe holes and every other place where the gas can escape. Open all desks and stand books on edge so the leaves will open. Carefully measure the room and take five (5) pounds of roll or Virgin Rock sulphur for every 1000 cubic feet of space. Get a number of old kettles or pots, as many as there are thousand cubic feet, for five pounds is all that should be burned in one vessel. The vessel should be set in a tub or pan of water to avoid danger of fire. Put a few old rags or some oakum in the vessel and put the sulphur, somewhat broken up, on the rags and pour over it a little wood alcohol. In lighting the alcohol be careful of the flash. If alcohol cannot be had, build a little fire of dry chips and put the sulphur on. Close the door carefully and leave the house shut up for at least twelve hours. The sulphur should be watched through a window for awhile to be sure it is burning.

The same preparation of the room is necessary where formaldehyde is used. Secure as many ten or twelve quart iron pots or pails as there are thousand cubic feet of space, and into each one put 6½ ounces of permanganate of potash

which has been carefully weighed out beforehand. Have the formaldehyde poured out into old cans, which can be discarded but which should be washed clean before using, having one for each pail and having it set beside the pail. The pails should be set in different parts of the room, not all in a bunch. Begin with the pail farthest from the door and quickly pour the formaldehyde into the pail and go on to the next until all are finished and go out. It is hardlly necessary to give the last direction for the chemical action is rapid and the gas is quickly diffused. The door should be carefully sealed so that the gas can be retained.

Either of these methods will, if thoroughly done, destroy the germs, although it would be better if the floor and other wood work could be washed just prior to the disinfection, for a wet surface absorbs better and the dry secretions which may be on the floor offer a good deal of resistance to the gas.

These disinfections will insure success, but unfortunately it is not always possible to use them and you must depend on other means. Fortunately, they are at hand. Strong soap and water plentifully applied, supplemented by lots of sun and air, will kill almost any disease germ. These are cheap and handy. It must always be remembered that dirt is a close friend to disease and that cleanliness with good air will not only destroy the germ but favor a physical condition that can and will resist infection. While disinfection is necessary in order to purify a particularly infected place, it is impossible to avoid frequent contact with disease germs and it is only by strong and vigorous health that we can hope to resist their attack. Teach the gospel of pure air and light and practice it in your school. See that there are no "dead corners" where fresh air never enters and that all your pupils are getting their full and just rights in this direction. If this is done you will lessen the necessity of chemical disinfection.

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We must get rid of the notion that a Yankee can turn his hand to anything. Nothing in our country is now done as it was done fifty years ago. We must guide the child into that path of life in which he may be most successful. We used to set children to doing all the things they could not do well. Now, we must seek out what the child can do best. "Democracy," says another, "enables every individual to put forth his best effort." That is a motto which every school, college, labor organization, and employer should frame and keep constantly in view.—President Eliot.

STATE OF CALIFORNIA

Office Superintendent Public Instruction

SACRAMENTO

October 28, 1908.

To Superintendents and Teachers of California:

The Department of Public Instruction has thought it advisable to officially call the attention of teachers and school officers to the fact that a State exhibit in education is one of the features planned for the California display at the Alaska-Yukon Exposition, at Seattle, next year.

Active preparations are being made throughout our State to have California's products and industries, also her institutions, well represented at Seattle. The State's schools form perhaps the strongest factor of her institutional life. If represented at their full standard, our State should not suffer when its educational facilities are placed in comparison beside those of other States. The responsibility rests, in a measure, upon every person directly connected with educational work, public and private, throughout the State.

The State Commission having this matter in charge sent out a circular letter to school officials some months ago inviting participation in an educational exhibit. The Commission has since set apart some 30,000 square feet of floor space in the California Building on the exposition grounds, for such exhibit.

It is now for the schools to see that this generous space reserved for education be filled with the best exhibit material they can contribute.

It should be borne in mind that we shall be on exhibition with some fifteen or twenty other States and some foreign countries that have secured space at the exposition.

The benefits that result to education from such a comparative display are many, as all former expositions have shown. The critical comparison that will be made of school systems, of courses of study, of educational processes employed, of school equipment and of materials used in class room and laboratory, together with the work of pupils and of students, so far as the latter can be shown to advantage, cannot fail to give an uplift to the schools of the States participating.

The school exhibit will be mainly of an industrial character.

Pupils' work from the grades intended for exhibit should

be chiefly in material form, such as hand work of all kinds, in paper, cardboard, wood, metal, etc., or illustrative work by pencil or brush, rather than written work, which latter gets little attention from visitors at an exposition.

"Such school work as can be presented in material form, in a panel or wall display, where it can be inspected at a glance, will receive visitors' attention."

"Mechanical and free-hand drawings, photographs of school buildings, of school yards and play grounds, of classes at work, etc., models, plaster casts, statuary in marble or bronze, relief maps, charts, cabinets of minerals, of woods, of shells or other fossils, of the flora of a county or district, of entomological specimens, etc., collected by pupils, serve well to illustrate school work in a concrete form, and may be quickly inspected when arranged for display."

"Manual training work from the grades, sufficient to illustrate the full course for elementary schools; advanced manual work from polytechnic high schools and academies; also articles manufactured by students in trade or industrial schools, will illustrate one important phase of educational activity."

The great variety of material here suggested as suitable for display covers a range sufficiently wide to enable every school in California to contribute something to it.

The appliances for and materials used in school work are sought quite as much as the work of pupils, even *more* than their written text-book recitations.

Even the small rural school in a mountain canyon, on a remote section of the coast, or near a stretch of desert, has the opportunity to collect some of the best educative material that the Commission solicits.

The school people of the State are respectfully urged to take up this matter at once, where they have not already begun, as a progressive educational movement worthy of their earnest support. It is a measure that if properly sustained should bring honor and lasting benefit to our schools, whereas if neglected or poorly done it would surely reflect upon their high reputation outside the State.

The collection of exhibit material need not in any way interfere with the regular work of schools, as it is not intended that any work shall be prepared especially for display purposes.

For further details please apply to Superintendent Robert

Furlong at San Rafael, California. He will be glad to consult with you as to the nature of your exhibit or the manner of shipping it or anything else in connection therewith.

Very respectfully yours,

EDWARD HYATT,
Superintendent of Public Instruction.

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Documents Granted by the State Board of Education, November 21, 1908.

HIGH SCHOOL LIFE DIPLOMAS.

Brunton, Delbert, Orange; Cory, Sarah, Santa Clara; Gearhart, Edna, Los Angeles; Gracier, Ruby Estelle, Alameda; Hill, Charles C., Santa Clara; Hunting, George Hammond, Merced; Miller-Rowell, Grace, Sonoma; Thompson, George Clarence, Alameda.

GRAMMAR SCHOOL LIFE DIPLOMAS.

Adams, Margaret, Los Angeles; Adams, Rallah H., Los Angeles; Anderson, Mrs. R. T., Alameda; Bagley, Clara A., San Joaquin; Bidwell, Ruth, San Joaquin; Bigelow, Maude C., Los Angeles; Briley, Amy, Sonoma; Castle, Helen A., Los Angeles; Champlin, Anna B., Los Angeles; Cleek, Ethel Moon, Glenn; Davis, Harriet M., San Bernardino; Freyschlag, Bertha, Sonoma; Goss, Helen, Los Angeles; Hearsey, Josie C., Alameda; Holland, Zippa A. F., Santa Clara; Kaye, Corinne McFarland, Los Angeles; Kohlmoos, Oleta C., Alameda; Lawrence, Laura M., Plumas; Monfort, Louise, Riverside; McDougall, Rosa, Los Angeles; Peterson, Laura A., Santa Clara; Rice, Nettie Belle, Los Angeles; Scott, Lillian B., Los Angeles; Stebbins, Cyril A., Butte; Stirling, Alice J., Santa Cruz; Threlfall, Georgie Goodell, Alameda; Travis, Elizabeth, Los Angeles; Van de Goorberg, Wilhelmina, Los Angeles; Veatch, Minnie B., Butte; Wilson, Grace B., Los Angeles; Woodruff, Eleanor E., Alameda.

SPECIAL LIFE DIPLOMA.

Buzick, Francis M., Santa Cruz.

NEW ISSUE LIFE DIPLOMAS.

Crowwell, Clarence H., Underwood, Wash.; Fahey, Maggie C., Occidental, Cal.; McKinney, Ethel, Chico, Cal., R. F. D. No. 3.

NORMAL DIPLOMAS.

Clarke, Victoria May, San Bernardino; Loynahan, Thomas E., Sonoma; Ostrom, Rhoda, Los Angeles; Whims, Minnie V., Los Angeles; Yager, Jennie M., Los Angeles.

* * *

Special to Superintendents.

In many places of this State there is an ideal schoolhouse —a prize schoolhouse—a pet schoolhouse. Perhaps the Superintendent planned it and watched its construction. Perhaps this was done by very wise and progressive trustees. Or by a skillful architect. At all events, it is *notable* as being modern, beautiful, healthful and highly satisfactory to the people who use it. It is the pride of the school people, as the best example of schoolhouse construction within their bailiwick. It may be a one-roomed country school or a more ambitious creation.

Now, Sir or Madam Helpful Superintendent, you can see with half an eye that it would be an exceedingly interesting and valuable privilege for the people who control the building of California's schoolhouses to have a chance to see, contrast, compare a large number of these choice buildings from all over the State. Wouldn't that be a fine feature for our coming handbook on the Making of Schoolhouses? Wouldn't it have a genuine California tang?

Then delay not at all, good friend, but get a cut or a clear photograph of *that favorite schoolhouse of yours,* write a lively descriptive paragraph about it and send them to me at once. Include a floor plan if convenient. Please don't resolve to do this "pretty soon," but strike while the iron is hot. We must know about it now if we use it.

If you can send also a good photograph showing what some school has accomplished by Arbor Day or School Improvement work, why, so much the better. Get it by all means. There is material in the State for a unique publication, if we can only draw it together. Many a little make a mickle. The thing hinges on your enterprise and enthusiasm.

* * *

State Board of Education.

The State Board of Education met Saturday, November 21st, at the office of the Superintendent of Public Instruction in Sacramento. S. T. Black, Frederic Burk, M. E. Dailey, Alexis F. Lange, C. C. Van Liew and Edward Hyatt were

in attendance, while J. N. Gillett, J. F. Millspaugh and Benjamin Ide Wheeler were absent. In the absence of Governor Gillett the meeting was presided over by S. T. Black of the San Diego State Normal.

A discussion was held relative to a forthcoming report from a Special Committee of Three, appointed some months before, to formulate rules governing the relations between the Board and the Representatives of Publishing Houses. Only two members of the committee were present, Messrs. Burk and Hyatt. They stated that their views were so far apart they could not agree on a report; and that President Wheeler, the third member, was still in the east. The matter was disposed of by a motion from Mr. Van Liew, making it a special order of business for the next meeting.

Evidence was submitted to the Board by A. F. Lange showing that Philip A. Knowlton of Chico had complied with all governing requirements, and upon motion he was granted a Special High School Credential.

The matter of securing information relative to the adoption of texts in Civics, History and Reading brought forth considerable discussion. By a motion duly carried at the June meeting the Board instructed the State Text-Book Committee to proceed to secure all possible information, by submitting the question to readers and making full inquiry, concerning the adoption of texts in these subjects. Contracts for the history and readers will expire the early part of 1909, while at present there is no civics published by the State, though the law seems to indicate that such a book should be provided.

Mr. Burk doubted that it was the intention of the Board to publish a text in civics, and in reply to the statement that a call was being made for such a text said that he did not like the phrase "call for a book" for the reason that he believed there was no "call" except from book companies who wanted to sell their books. He said they raised a hue and cry in the State by various methods to further their ends, and he wished to see a plain list of names of those making the "call." He urged that the course of study afforded no room for a civics text and referring to the stenographic report of statements made by County Superintendents at the last Biennial Convention, said that it plainly showed no unanimity of expression. Concluding he said it was a matter not to be hastily settled and asked if there be a "call" that names and reasons be presented to the Board.

C. C. Van Liew replied that the proof of a call lay in the volume of correspondence received by Robert Furlong, the former, and George L. Sackett, the persent Secretary of the State Text-Book Committee. He said that an investigation of the subject could only be made by examining books on the subject, and read a letter which had been prepared by the Text-Book Committee setting forth the elements the State Board was looking for in a civics text. This letter was to be sent to all publishers that they might submit texts and briefs. He said in respect to the course of study that he firmly believed instruction in civics could not be safely left to the secondary schools for the reason that a large percentage of pupils go no further than the grammar grades and hence would fail to receive training in this vital subject.

The discussion pro and con continued until the noon hour, and was participated in by S. T. Black, M. E. Dailey, Edward Hyatt, and A. F. Lange.

At one o'clock the Board again convened and carried a motion, as follows: That the State Text-Book Committee be instructed to proceed with its investigation of the subjects of history, reading and civil government.

Frederic Burk then asked to be heard regarding an article which appeared in the San Francisco Call of the current date. He said he wished to place himself on record on the matter by stating that he had been greatly misquoted in the interview, and that he had been emphatic in being careful not to give out anything reflecting on any member of the State Board. He disclaimed the truth of the article.

After a short discussion the following resolution was adopted by the Board: "Resolved, That it is the sense of this Board that the matter referred to in the issue of the San Francisco Call on November 21st, relative to an interview between Dr. Burk and representatives of the San Francisco Call, may be safely left to Dr. Burk and the San Francisco Call and their sense of justice."

Proceeding to special order of business the case of Miss Laura Grace Dillon, to whom a Special High School Credential was granted on September 14th, was considered. Evidence was introduced showing that the Credential had been granted upon forged credentials and sworn misrepresentations. Miss Dillon, duly notified by registered mail, though acknowledging by letter her receipt of the notification, was not present nor represented by counsel.

After weighing carefully the evidence submitted, the

Board, by unanimous vote revoked for unprofessional conduct Miss Dillon's Special High School Credential. Life diplomas and other documents, a list of which appears in another part of the *Journal,* were ordered granted.

Informal discussion prior to adjournment brought out an expression of the desire of the members of the Board that the next meeting be held at about the time of the California Teachers' Association at San Jose. It is quite probable that the next meeting will be called for January 1, 1909, and will be held in San Jose.

* * *

Report of Colusa County Institute.

BY MATILDA VANCE NEWMAN.

The annual session of the Colusa County Teachers' Institute was convened November 9, 1908, in the high school building in the beautiful city of Colusa, situated on the Sacramento River.

A reception was given on Monday evening by the teachers of Colusa, who proved to be such good entertainers and succeeded so well in getting the teachers of the county acquainted that all were in excellent spirits for entering upon the work of the institute proper.

A plan, well arranged and of practical working value, had been prepared by the Superintendent, Miss Lillie L. Laugenour, and by her transmitted to the teachers through circular letters and announcement, so that the institute was able to become a well-organized body at the first session. The chief feature of the plan was a division of the institute into sections. Each section met in the forenoon and was given a group of subjects to discuss while a resume of the subjects was reported in the afternoon to the institute in general session.

For several years past Colusa County has held her institute in connection with other counties; but this year it was held alone, and the main part of the work was done by the Superintendent and teachers of the county. This plan was followed in order to give the teachers an opportunity to discuss their own local interests. The principal outside help was Mr. L. E. Armstrong of Alameda. His main theme was the teaching of reading and literature in the grades. He organized the institute into a class and gave a model lesson in the study of "Evangeline" which was entered into heartily by the teachers. His lectures and instructions were very helpful and were appreciated by all. He is a man of unusual natural

ability as a teacher, who puts his whole soul into the work; and his experience, together with his thorough knowledge of his subject, makes him especially helpful as an instructor at a teachers' institute.

The following are some of the subjects that called forth the liveliest discussion: Present salaries paid in twelve payments, union of districts, promotion of pupils, and advantages and disadvantages of Ward's readers. The subject of teachers' salaries was discussed by many of the teachers as well as by Miss Laugenour and Mr. Armstrong.

The argument was made that if teachers were paid in twelve monthly payments the real salary of teachers would be more evident to the public. When the teacher follows his profession as he should he can do very little toward earning a livelihood during vacation. He often spends part of his salary attending summer school, in travel, or in other ways that will better prepare him for the work of the following year. And at any rate his expenses are going on during vacation the same as they are while he is teaching. He is often so fagged out at the end of the school year that he needs all the vacation in which to rest and recuperate in order to be in good condition for the following year's work.

The low salaries that teachers are paid would be evident to all if paid in twelve monthly payments. Teachers are really appearing in a false light before the public, and often deceiving themselves when they draw sixty-five or seventy dollars a month while teaching when they really receive fifty dollars or less. The farm hand and the unskilled laborer often receive more than the teacher does, who has spent many years of the best part of his life besides a good deal of money in preparing himself for his work.

The sentiment of the institute was strongly in favor of having the present salaries paid in twelve monthly installments, the feeling being that better salaries for the teacher would result from the plan. This was embodied in a resolution at the close of the last session and passed unanimously.

But a gloom was cast over the last days of the institute by the news of the death of Miss Laugenour's neice, which called Miss Laugenour away. As the young woman was a teacher and well known and beloved by the Colusa County teachers, their hearts went out in deepest sympathy to their Superintendent and to the family in their bereavement. The words of sympathy that each would fain have spoken were expressed by Mr. Armstrong in quotation from Whittier:

"Oh heart sore tried! thou hast the best
That heaven itself could give thee,—rest,
Rest from all bitter thoughts and things!"

And again:

"Alas for him who never sees
The stars shine through his cypress trees!
Who had not learned, in hours of faith,
That life is ever lord of Death,
And Love can never lose its own!"

The funeral, which was held at College City the day after the institute adjourned, was attended by a large number of the teachers of the county.

* * *

School Men and Publishing Houses.

So much of a more or less sensational nature has been circulated and published during the past few weeks concerning my position regarding the relations between the representatives of the publishing companies and the school men of the State that I think it advisable to state exactly this position in my own words. There is nothing sensational in what I have to say because the facts with which I have to deal are not sensational. There are certain abuses, more dangerous in their growing tendencies than in present performances. Some of them all persons will condem, some are being excused by the bookmen upon the ground of business legitimacy and all will be improved if we school men will think of them seriously in the light of our moral responsibility for the schools in our charge. Some months ago owing to a small issue which came up, the State Board of Education appointed a committee consisting of Superintendent Hyatt, President Wheeler and my self to report upon the relations which should exist between the members of the Board and the representatives of the publishing companies. The committee has never had but one formal meeting lasting a few minutes. We decided to discuss the matter by correspondence and I reduced my point of view to writing. President Wheeler owing to absence from the State has not seen this report and Superintendent Hyatt has not taken a position upon it. Since so much has been rumored concerning it I think it best to publish it and I shall welcome any discussion or criticism of it. If there

is anything in it that is incorrect in fact, illogical in form, or unnecessary from the standpoint of duty, I shall be glad to be corrected for I do want to be fair. The essential issue has compelled a wider point of view than the mere relationship between the members of the Board and the bookmen because in the adoption of texts the Board has always sought to be the expession of the educational judgment of the schoolmen of the State somewhat regardless of personal judgment. Permit me at this point to state despite sensational misrepresentations to the contrary that I have never questioned the absolute honesty of judgment on the part of any of my colleagues in the State Board. I do not say this as a matter of courtesy but as a matter of fact and my "frank bluntness" for which I seem to have a reputation is a guarantee of my sincerity. Nor do I say this in the interest of my colleagues repute for honesty of judgment for theirs has never been attacked to my knowledge by any school man of the State upon the authority of himself or any other school man. But I say it wholly in the interest of my own repute for truthful representation of my colleagues which has been untruthfully attacked. The abuses, existing and contingent to which I refer are abuses which the commercial zeal of the publishing houses are forcing upon the relationship between their representatives and school men generally, to a large degree without the clear realization or definite consent of either. All that is needed is clear realization of the responsibilities and dangers involved in these relationships. To make this realization clear I have stated the situation with as much "frank bluntness" as I can command, without any personal feeling toward any one. Herewith is the statement which I have prepared for submission to the committee.

I hereby append the following plan of procedure in the adoption of texts by the State Board of Education:

PLAN OF PROCEDURE.

1. At least six months before the expiration of any of the contracts with publishers for the use of plates of text books, the Secretary shall notify the Board of such expiration. The Board shall thereupon, if it sees fit, appoint readers, shall set a date of a meeting of the Board when the reports of the readers shall be received and the selection of a text discussed.

This meeting shall be public. The Secretary shall notify all publishers, submitting texts for adoption, of such meeting

and shall invite them to send representatives to submit such facts and arguments that shall properly present the merits of the various texts. The Secretary shall also invite to be present at this meeting all readers; and the Board may, by resolution, invite such other school men whose judgment may assist in securing the best text available. After a full and complete hearing is given and the necessary time is taken for thorough discussion by members of the Board, the Board shall adjourn until such time as the State Text Book Committee shall make a recommendation of the text or texts for adoption.

2. It shall be improper for any publishing company or its representative to attempt to hold a personal interview with members of the State Board of Education or its readers upon any matter affecting the adoption of any text. All business affecting the adoption of texts must be transacted with the Board or State Text Book Committee exclusively in official session. It shall be improper for any publishing company or its representatives to address letters, circulars or other communication pertaining to the adoption of said texts to the members of the Board or the readers except under the following provision: Publishing companies may prepare fair and trustworthy briefs, digests or criticisms, useful in determining the educational value of the texts under consideration, but shall first submit the same to the State Text Book Committee. If such material is approved, copies of the same may then be sent to the other members of the Board and to the readers. But all lists of adoptions, trifling criticisms, anonymous communications, miscellaneous testimonials, etc., which tend to befog the judgment rather than to clarify it, shall not be considered suitable mailing material.

The foregoing rules of procedure are offered in the keen realization that the most vital and important duty of the State Board of Education, the adoption of the text books which the pupils of the public schools of the State must use, shall be safeguarded from unnecessary factors of confusion and error. In the present conditions of school administration the character of the text book is one chief element in the efficiency of the education of the pupils of the public schools, deciding to an overweening extent whether thousands of pupils shall fail on promotion and therefore be required to repeat grades. Unsuitable texts are doubtless responsible for the fact that an increasingly large percentage of pupils drop out of school altogether.

On the other hand the publication of texts has developed large business concerns which necessarily must be materially affected by each of these adoptions. The business world has learned that often an inferior article, provided it is marketed by skilled salesmen with pleasing address, will be successful against a superior article in competition. The fact is patent that the publishing houses are attempting to employ this device in the school book business. Since the publishing houses have no moral responsibility in the matter, the policy may perhaps be regarded as legitimate from the standpoint of business competition. But the responsibility of the State Board of Education as the guardian of the school rights of children is none the less clear that this salesmen's persuasion and personal relationship, and all other factors which befog the judgment upon the simple merits of the texts, must be rigorously excluded. Salesmen's skill is most effective in the personal interview and least effective in a formal session of the Board or committee and this fact offers an important reason why the personal interview is undesirable. All legitimate material can as well be presented if not better, at a public meeting, than in a personal interview.

Let me say clearly and definitely in advance that so far as the knowledge of the writer of this minority report bears witness there has never been a transaction concerned with the selection of texts by State or County Boards of Education in California which even point to the probability or reasonable suspicion that money considerations have ever been directly used by book companies to sway the vote of any members of these Boards. If we may trust to current reports of other States we have reason to believe that the book companies flexibly adapt their methods of persuasion to the character of the school men with whom they have to deal and the fact that downright bribery has not been resorted to in California is a fact to the credit of the probity of California school men. But money considerations are not the only means available in corrupting the impersonal judgment of men weighted with civic responsibilities. There are other means, more subtile, more superficially respectable, more effective in results and more far reaching in their dangers upon the public school system. One of these is the method which has been employed in California and has now reached such a stage that I believe it is the duty of the school body as a whole, or of some educational body in a position of responsibility, to call a halt and to make plain the real significance of the situation. This is

the method of building up coteries of personal friendships between school men and the paid representatives of the book companies by which the judgment in the selection of texts may, indirectly and more or less unconsciously, be affected. Against the genuine business interview there can be nothing objectional and if the book companies confined the energies of their representatives to this legitimate type there could be no complaint. But the personal interview as it exists is used chiefly if not exclusively as an opportunity to ingratiate the personality of the representative and to lay a platform for future intercourse that, from the standpoint of the unbiased selection of books, is not legitimate.

California is a State which secures practically all of its texts, except in the high schools, through the purchase of copyrights upon long term contracts. Yet the manifest fact is before us that each of the leading book companies maintains upon this coast permanent staffs of high salaried representatives freely spending their time and travelling expenses in the work of ingratiating themselves into social relations with all school men who will permit their attentions. If this large outlay of expenses were not profitable to the book companies they would promptly cut it off. The social personnel of these representatives is, as an almost exclusive rule, high. Nearly all are college graduates and are men of education and social culture. Moreover a large number of them are men who previously belonged in the ranks of California school men holding important and responsible positions and exerting a wide and influential acquaintanceship in the educational ranks of the State. As a matter of business, the book companies have made a commercial investment in these men, offering them higher inducements in point of salaries than the schools could pay. By their employment the book companies subtilely bought the personal friendships and professional standing of these gentlemen except in the instances when the friends involved were acute enough mentally to realize this stroke of business acumen, and acute enough morally to resent this specious and vicarious capitalization of their affections.

It is superflous to call to the attention of the members of this Board of Education and of others vested with the educational responsibility of the State the methods by which these book companies ply their trade. We know the facts by personal knowledge and the question is simply whether or not we, as guardians of the educational rights, will assert our sense of responsibility and personal authority or simply per-

mit the growing evils to drift from worse to worst. We know that far in advance of any adoption of any text, the State is systematically canvassed by these representatives, not only, nor chiefly, in a legitimate business way but in an illegitimate social way, and the personal judgment of every school man or woman whose opinion is of weight is recorded; that every open or veiled method and means that can then be safely employed up to the limit of arousing moral resentment of the holders of discordant views is then brought into play to change these views. Up to the varying standard of propriety maintained by each school man, more or less subtile favors are extended in a way to bring about in the victim a sense of obligation; the ambitious are notified of impending vacancies and opportunities for advancement; favorable recommendations are distributed in places that will accomplish returns; the weak are bolstered by friendly support from unexpected sources; at educational conventions and teachers' associations the book representatives have been permitted to become social factors and to more or less extent distribute honors of office in these organizations. Even in the halls of legislature and in the political conventions some of them have already ventured urging measures and men to affect the administration of the schools in commercial interests.

In all of these abuses it is neither our duty nor right to regulate the publishing companies, but it is the right and duty of school men so to regulate themselves as to make these abuses unprofitable to publishing houses. The question is therefore clearly before us whether the administration of the school system shall be for the benefit of the schools in which the advancement of the school men shall depend upon educational service or whether this administration shall be merely a field of exploitation in the interests of the capitalized book sellers and in which personal advancement shall at least suggest dishonor. The school men of the State do not realize whither we are drifting, so subtilely have these commercial organizations introduced their illegitimate methods. Many false arguments are distributed to befog the essential issue. The fallacious doctrine is circulated that men who decline to hobnob with these genial book sellers in evening dress and to accept their hospitalities, paid for out of the expense account of the publishing companies, are afraid of their own honesty, or, again, young school men are flattered into some indiscretion of this sort to the end they may feel called upon later to defend similar indiscretions upon principle.

I urge upon you the adoption of the plan of procedure outlined in this minority report, not only because it is business like in the dispatch of our constitutional duties but because it is eminently proper that this State Board should take a clear and decisive stand in a situation affecting the civic ideals of our profession. I will admit to any one who offers the argument that we are not called upon, in point of law, to offer obstacles to this process of commercializing of the school system except when it passes the criminal line. The State of California has recently, by overwhelming vote, voiced its confidence in this Board and it is fit time for us to set the example in the system of selecting of texts and in the government of relationships with publishing companies that may call this evil to the attention of the school craft.

I would call to your attention the illogic of the plan which would allow representatives to interview the members of the Board or members of the Text Book Committee privately but not to interview the readers. Until a text is adopted there is no occasion for any relations, business or otherwise, with the publishing companies. The selection of the text under our law must originate in the Text Committee and if the publishing houses have authority to use their salesmen's skill and strategies upon the members of the Text Book Committee they will doubtless quite willingly forego the labor and honor of operating upon the members of an unofficial advisory body. The plea is made that this provision is made in accordance with "business customs." It is true that business custom does permit commercial salesmen to use their influence of whatever nature upon business men who do their own buying, because the purchases are made by men spending their own money. But large firms having managers or buyers, promptly visit with dismissal the offense of permitting salesmen to get upon a social or personal footing with them. Neither does legal custom in the relation between judges and parties at law permit the personal interview and social license. The administrative officials of schools stand in the same relation of paid managers of business firms and of the court judges for they are distributing agents, not of their own funds, but of the school fund. Neither business nor legal custom gives the color of sanction to the specious plan upon which it is proposed to set the official approval by this Board.

The difficulty in selecting text books does not lie essentially in conditions within the State Board, but in the conditions

pervading the school world generally in its loose attitude toward the relationship between school men and book men. The members of the State Board, if I may judge by my own sense of duty, do not select the State texts wholly upon personal judgment but largely upon what appears to be the ruling judgment of the school men of the State. At the last adoption, for example, that of geography, I voted for a text which is constructed upon a theory that personally I believe is quite wrong. I did so because I realize this text was nevertheless urged by the very large majority of school teachers and that they would accomplish more for their pupils through a text upon a plan which they approved than with a text framed upon a plan with which they were not in sympathy. Nevertheless it is quite manifest that this public opinion in favor of this text was largely an opinion manufactured and scattered by salesmen's skill, throughout the length and breadth of the land. Similarly, for example, it is my conviction that the State Board in the past has been logically forced into the adoption of texts in primary language, primary arithmetic and primary history by the "voice of the people," when the schools of the State would have been a great deal better taught by the teacher's presentation of these subjects without texts in the hands of the pupils. The "voice of the people" in these cases cannot be disregarded by the State Board, and yet I am personally convinced that it is merely an echo of the book salemen's arguments, formulated into a public opinion at great labor and cost, yet so discreetly that neither teachers nor State Board clearly realize its real origin. The remedy therefore lies in making the dignity of school men sensitive against this commercial manufacture of their opinions. The State Board can only assist by rules and regulations and by sentiments. If the publishing houses would agree upon a strictly business footing or if they would assist in the establishment of certain proprieties as individuals among their representatives indeed have done, a step in improvement would be made. But the members of the State Board have no means of rewards or punishment for enforcing individual probity. We cannot legitimately take reprisal by refusing to adopt a good text because the method of presentation has been wrong or even dishonest, for the pupils must have the best books regardless of the character of the book seller. The cure is only in establishing a sense of dignity which both school men and book men respect and in doing so respect themselves.

I have presented the matter as I see it. It may and doubtless will be contended that by some technically of argumentative consciences that we school men are not called upon to take action; that the plan is impracticable or hard to carry out; that personal friendships should not be interfered with by the interests of the schools and pupils; that to enforce it may lead to unpleasant situations; that upholders of the plan will be unjustly abused, misrepresented, and perhaps attacked in devious ways. But no one I think will say that, as a matter of moral responsibility it is not right. The least that we teachers, who are endeavoring to train our charges to correct existing diseases of civic life, can do is to set an example by the discharge of our own civic responsibility.

Respectfully submitted,

FREDERIC BURK.

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Meeting of the Manual Training and Drawing Teachers' Association.

The second quarterly meeting of the Manual Training and Drawing Teachers' Association convened at Berkeley Nov. 14th, with Miss Calthea Vivian in the chair, and a large attendance of not only supervisors and special teachers, but also of the regular teachers of the cities about the bay.

The meetings were held in the Berkeley High School in the morning and in the School of Arts and Crafts in the afternoon.

The exercises differed some from the ordinary convention, in-so-far that there were no set papers read, the program consisting of round table discussion on important topics, resulting in a most interesting and spirited session.

In the business session the revision of the constitution of the organization was discussed, but no action taken, the matter to be disposed of at the San Jose meeting.

Mr. Harsha of Stanford University talked on the subject, *"Shall Our Public School Instruction Lean Toward Representation or the More or Less Abstract Work of Line and Spot Composition?"* He did not seem to favor the teaching of representation to pupils below the High School, claiming that it was too difficult a subject for the intermediate grades. He

did not approve of either representation or design that was not allied to the work of the child, claiming that neither had sufficient cultural value.

Miss Katherine Ball of San Francisco opened the discussion, disagreeing with Mr. Harsha regarding the teaching of representation. She said she believed the two kinds of work, representation and design, should receive equal attention, each supplementing the other. She claimed that representation can be successfully taught to intermediate grade pupils, and extended an invitation to the Association to visit San Francisco and see what she is doing. She said that while the training of the creative and aesthetic sense was most important, it did not include all that the teaching of drawing in the public school demanded. Faculty development, by means of which the pupils learn to use their eyes—by which they are enabled to see the appearance of things and represent what they see—is not only important, but even fundamental to successful achievement in design.

Mr. Meyers of Berkeley follower with a plea to treat drawing as we treat language. He said: "Teach the same thing in each grade, but expect results according to the age of the children." He compared representation to the prose of literature and design to its poetry.

"What Should Be Expected of Pupils in Manual Training, Finishing the Eighth Grade?" was discussed by Mr. Jacobs of San Jose. He said in part that eighth grade boys should know the sequence of steps in any kind of construction work, and Mr. Lewis expressed the opinion that the main thing was to give the child power.

In response to the question of *"What Shall Be the Character of the School Architecture of This State?"* the following suggestions were made:

1. The Association should pass resolutions commending good architecture.

2. It should endeavor to extend its influence to the officials who control the erection of school buildings and endeavor to guide them toward the acceptance of good designs.

3. It should get up a booklet containing recommendations pertaining to the building of an ideal school house.

The last question discussed was *"The Great Lack of Preparation on the Part of the Regular Teacher to Teach Drawing and Art in General in the Public Schools."*

The following recommendations came from different parts of the house:

1. The Association should make an appeal to the State Board of Education, requesting that it fully enforces the law regarding the qualification of teachers for teaching drawing.

2. It should request the State University to take a substantial interest in the teaching of art, so that it may extend its influence to Boards of Education and educators in general throughout the State.

3. It should condemn the prevailing habit of city and county Boards of Education of adopting drawing systems, instead of employing trained specialists to teach the principles of the subject.

4. It should seek the interest and co-operation of women's clubs throughout the State, so that they may encourage only the best kind of teaching of art in their respective communities.

At the close of the session a number of San Francisco teachers displayed packages of drawing which they brought to the meeting. The work was most excellent and called forth a great deal of enthusiasm from all present.

This Berkeley meeting has given such an impetus to the course, that all supervisors and specialists in general, are looking forward to the next meeting in conjunction with the State Teachers' Association at San Jose, where in addition to a lively program, there will be a number of representative school exhibits.

* * *

In matters of discipline the teacher too often acts from her own viewpoint, without taking into consideration the viewpoint of the child. The teacher does not want to play or romp. The child does. Nature insists that the child shall run and jump and do many things that the teacher has no inclination to do. It is surprising though to note how severely some teachers will punish their pupils for whispering in school and yet how leniently they treat themselves for the same offense in teachers' meetings and during lectures.—THE EDUCATIONAL EXCHANGE.

* * *

The highest ideal of a civilization is that of a nation which is engaged constantly in elevating lower classes of people into participation in all that is good and reasonable, and perpetually increasing at the same time their self-activity and self-help.—W. T. HARRIS.

Western School News.

Meetings.

The California Teachers' Association will meet at San Jose December, 1908. Fred T. Moore, Alameda, President.

Northern California Teachers' Association, Red Bluff; Wm. Mackay, Chico, Cal., Pres.

Southern California Teachers' Association will meet December, 1908, at Los Angeles. Duncan Mackinnon, San Diego, President.

National Educational Association, Denver, Col.; Dr. W. G. Harvey, President; Irwin Shephard, Secretary, Winona, Minn.

NOTES

The Parents' and Teachers' Association was recently organized at El Centro, Imperial County. Mrs. Campbell was elected president and Prof. G. A. Ragan was made secretary.

The Orange County Institute will be held in Santa Ana, December 16th, 17th and 18th. Among those who will take part are Prof. Ellwood, P. Cubberley of Stanford University, and Superintendent Mark Keppel of Los Angeles County.

The first life member of the California Teachers' Association under its new organization is the former secretary, Mrs. M. M. Fitz Gerald, principal of the John Swett Grammar School.

Members of the German-American Alliance of Los Angeles are making a strong effort to have the German language introduced as an elective study in the grammar schools of the city.

The Parent and Teacher Club of Laguna Honda School met at the school for its regular monthly meeting on Wednesday, Nov. 4th. The meeting was called to order after school hours by the president, Mrs. M. L. O'Neal. There was a large attendance of the parents of the neighborhood, and some visitors from a neighboring club. Much interest was taken in the seasonable lecture on colds, their causes, their results and their prevention. Dr. R. L. Ash delivered the lecture, illustrating it by drawings showing the location of trouble in different diseases of the throat and lungs. Circulars from the Society for the Prevention of Tuberculosis were discussed. Discussion and questions followed the lecture. The older girls of the school served the cup of tea with which the afternoon ended.

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Power's Graded Speller is now in use in over 3,000 schools in the State of Pennsylvania and also in many counties in Missouri, New York and New Jersey. J. B. Lippincott are the publishers.

"Bird and Arbor Day Bill" is a new bill proposed for the next Legislature: "March 7th, the anniversary of the birthday of Luther

Burbank, is hereby set apart and designated Bird and Arbor Day. All public schools and educational institutions are requested to observe Bird and Arbor Day, not as a holiday, but by suitable evercises having for their object instruction as to the economic value of birds and trees, and the promotion of a spirit of protection toward them."

It doesn't take any longer for a child to learn a good poem than a poor one, and the good poem may help him through a hard place in after life.

The faculty of the California Polytechnic School of San Luis Obispo is arranging for a course which will include butter, cheese and milk testing and all other work in connection with first class dairying. The course will commence about the middle of January and will continue for three or four months.

The pupils of the Los Angeles High Schools have decided to comply with the order of the local school authorities and renounce allegiance to the fraternities and like organizations.

Prof. J. G. Lemmon, an eminent botanist of California, died from pneumonia on Nov. 24th at his residence in Oakland. Prof. Lemmon came to California after the Civil War. He was one of the survivors of Andersonville Prison. His work was devoted to botany and forestry and he was considered one of the best informed scientists in those branches on the floriculture of the Pacific Coast. He was the author of several text books and other volumes.

The method of teaching and learning to spell as suggested in Power's Graded Speller can not but meet the approval of the ablest educators.

Duncan MacKinnon, president of the Southern California Teachers' Association, has arranged a splendid program for the meeting which is to be held in Los Angeles Dec. 21st to 24th. Fully 3,000 teachers are expected to be in attendance.

The many friends of Job Wood, Jr., statistican in the office of Superintendent of Public Instruction, will be pleased to know that his son, Percy A. Wood, after a three years' course in the law school of the University of Michigan at Ann Arbor, has graduated and entered into the practice of his profession with his cousin, Mr. John A. Percy, at 1113 Call Building.

Superintendent of Schools Alfred Roncovieri, who returned this week from his school tour of England and France, is preparing a voluminous report of his observations while abroad. Superintendent Roncovieri says that during his entire visit among the schools of Europe he was especially impressed by the high standard of the technical and vocational schools which he saw, and by the lavish and almost prodigal expenditure of moneys by the school authorities upon equipment for those institutions. In one school in Glasgow he observed a single piece of machinery for the testing of strength of material which cost nearly $20,000, and which was even consulted by the Government in some of its official experiments.

According to Superintendent Roncovieri America is far ahead of those countries in elementary schools and the methods used therein.

BOOK NOTES.

D. C. Heath & Co. have just issued "Pepita Jimenez," by Juan Valera, edited with notes and vocabulary by G. L. Lincoln, Harvard University; also "Lemaitre's Contes extraits de Myrrha" with notes and vocabulary by E. Riville-Rensch, instructor in French, Mount Holyoke College.

"How to Dress a Doll," by Mary H. Morgan is a unique and attractive volume which will enable any little girl who reads it to make a complete and varied wardrobe for her dolls. The book is not only a guide to doll dressmaking, but is a complete manual of plain sewing. Henry Altemus Co., Publishers. Price 50 cents.

"Outlines for Studies in English," by Gilbert Sykes Blakely, instructor in English in the Morris High School, New York City. Price 50 cents. This manual has been prepared from the texts required for admission to college. General outlines are developed for work on the novel, on narrative poetry, on lyric poetry, on the drama, and on the essay. There is an appendix made up of recent examination papers in English, issued by the College Entrance Examination Board and by a number of the leading colleges. American Book Co., Publishers.

"Hyde's Primer," by Amelia Hyde, New York State Normal College, American Book Co., Publishers. This primer teaches children to read by the use of a few of the most generally known rhymes, each of which is followed by a series of interesting and ingeniously varied lessons, furnishing drill by the frequent repetition of the same words and phrases. The primer is easy and workable and forms a good introduction to any standard series of readers.

"Practical Elementary Algebra," by Jos. V. Collins, Professor of Mathematics, State Normal School, Stevens Point, Wis. Published by American Book Co. Price $1.00 This is an extremely simple book, omitting everything unessential, and treating everything essential so that it is not unduly difficult or obscure. It correlates algebra with physics, geometry and other branches of mathematics, and contains a large number of practical and informational exercises and problems.

G. P. Putnam's Sons have issued "Twelve Thousand Words Often Mispronounced," by W. H. P. Phyfe. This is a complete hand-book of difficulties in English pronunciation, including an unusually large number of proper names and of phrases from foreign languages. A very useful book to have on one's desk. Price $1.25.

"Uncle Sam's Business," by Crittenden Marriott. Harper & Brothers, Publishers. Price $1.25. A book that tells in a very interesting way how Uncle Sam carries out the orders of his citizens—in conducting mail business and bank business, draining lands, testing pure food, and pure water, and thousands of other tasks. The author shows; first, Uncle Sam as a ruler, law-maker, judge, ambassador, sailor, soldier, immigrant, next as a "Captain of Industry," when the question is of building war-ships, or selling public lands, or making

and distributing money; and again as "Public Servant," when Uncle Sam is farmer, chemist, forester, or weather man.

"Er Soll Dein Herr Sein," by Heyse, edited by Martin Haertel, instructor in German, University of Wisconsin. American Book Co., Publishers. Price 30 cents. In this short story is revealed the greatest strength of this versatile writer. The life-like characters, interesting and attractive, the spirited and impressive action, the appropriate language and style, combine to make a finished masterpiece that has rarely been equaled. The scene is laid in a small Bavarian town, not far from Munich, where Heyse spent his most productive years. The time is that of the Franco-Prussian war, when all Germany was roused to a sense of national patriotism such as had never been felt before. Accompanying the text are an introduction, notes, exercises, and vocabulary.

"Arnold's Fritz auf Ferien," edited by Mary Thomas, instructor in Germanic Languages, Ohio State University. American Book Co., Publishers. Price 30 cents. A bright, wholesome tale of a boy's visit in the country in a staid bachelor household, the hearts of whose inmates he gradually wins by his sunny temper and boyish pranks. The contrast between the lonely old judge and the lively boy whose advent upsets all the cherished habits of his host, gives constant opportunity for humorous situations which make the story very human while at the same time characteristically German. The story is told in simple colloquial language of to-day, and is fitted for productive elementary work. The text is provided with full notes, simple composition exercises, and a complete vocabulary.

"What the White Race May Learn from the Indian," by George Wraton James of Pasadena, has a chapter entitled, "The Indian and Education." Here is a page from it:

"We keep our students indoor all the time—as a settled established custom—with occasional short periods out of doors, instead of reversing the matter and **keeping them out of doors all the time,** with occasional short periods indoors."

Why keep children or university students indoors? While in the winter climate of the East, outdoor life is not so possible as it is in the balmy West, there certainly can be much more time spent out of doors than there now is. Berlin has a forest school for the city children of the crowded districts. In Japan out of door schools are quite common, especially when the cherry and plum trees are in blossom. In Los Angeles, a business college holds many of its class sessions out of doors, and I trust the time will come when this will be the rule in all schools, instead of the exception.

My conception is that in our present condition we **live** indoors and go out of doors occasionally. I would have that proposition reversed. We should **live out of doors and go indoors occasionally.**

"What the White Race May Learn from the Indian" is made up of twenty-eight chapters, any one of which would furnish a splendid lesson in schools, and in the higher grades the book would make an excellent supplementary reader.

GIFTS

To choose an appropriate gift,—one to be received with genuine pleasure,—is truly an accomplishment. Perhaps a suggestion will be of assistance to you before making your purchases for the holiday season. Have you ever considered that an up-to-date unabridged dictionary is a gift to be longer enjoyed, longer treasured, and of more constant service to the recipient than any other selection you may make? The One Great Standard Authority is Webster's International Dictionary, published by G. & C. Merriam Co., Springfield, Mass. It is recognized by the courts, the schools, and the press, not only in this country but throughout the English speaking world as the highest triumph in dictionary making. It is the most choice gift. GET THE BEST.

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